

SHADOWPLAY PRACTICUM: Fall 2010

Collaborating With the Distance Learning Program (DL), at the Cleveland Museum of Art (CMA)

(revised Aug. 21)

Let's make a great plan for a lively long-distance class about Shadows for Western Alberta (Canada) 4th-grade students! We'll help them see how shadows are made (scientifically) and how artists have used/played with them in their creations. Let's help the teachers and young students "reframe" something that seems ordinary but is really wondrous.

The work on the videoconference will be divided into **4 groups** (3-4 students in each):

- (1) Scriptwriting about shadows (scientific aspects)—approx. 30 minutes
- (2) Scriptwriting about shadows (artistic aspects)—approx. 30 minutes
- (3) Multimedia/animation aspects (Camera interactivities)
- (4) Follow-up exercises for the teachers, "marketing" to the teachers

(Please note that your work will probably be edited down by the Distance Learning experts for the final version of the class.)

Time for group meetings will be provided each week in the SAGES class, but meeting outside of class time will also be expected. In addition, we'll have several sessions with the Distance Learning staff of the CMA (Our curriculum specialist is Joe Ionna. His email address is: jionna@clevelandart.org)

Special meetings with Distance Learning staff (at the CMA, during some of our Wednesday 3-4 p.m. classes):

Sept. 1
Sept. 29
Oct. 20
Nov. 10
Dec. 1

Here's a sample Teacher Guide (It's also in the Course Packet):

[Here is the link. Pls. scroll down to Angles and Answers: Origami and Math and click on Teacher Guide](http://www.clevelandart.org/learn/distance%20learning.aspx)
<http://www.clevelandart.org/learn/distance%20learning.aspx>.

SCHEDULE:

Written research: 40% (graded for thoroughness, documentation). Annotated bibliography due Mon. Sept. 27 (5 entries minimum)

Lesson plans: 30% (graded for thoroughness, originality, follow-up exercises). Draft due Mon. Oct. 11. Rewrite due Mon. Nov. 8

Oral presentations about your group's process (to date): the week of Nov. 1-5

Final process report: 30% (written). Due Monday Nov. 29 (or sooner)

EXPECTATIONS:

Follow the directions of the Distance Education staff with great care.

Read carefully the "Program Overview" section of the Elementary Science curriculum (in course packet), especially the "Science Inquiry" section.

Be imaginative!

Pay attention to details. Document your findings carefully. Edit, rewrite, and edit again.

Everyone in the group does his/her share of the work. (Each group will turn in a task-division summary at the end of the semester.)

If you have any questions, tell them to Dr. Ehrlich or to the Curriculum Specialist assigned to us by the CMA (Joe Ionna).

Collaborators

For your information, we'll also be working with:

[Dr. Gordon Booth, Videoconference Coordinator for the Grande Yellowhead Regional School Division, a publicly funded K-12 school division located in West-Central Alberta. This Division piloted the use of videoconference technology in 1994 and the program has grown significantly since that time. Gordon has had an interest in distributed/technologically mediated instruction for over thirty years and has presented at provincial, national and international conferences. His research area of interest is on the experience of the student in the technologically mediated environment.](#)

The 4th graders do an in-person workshop about Shadows during the summer with Canadian engineering students. Our videoconference on the subject will be available during the entire school year as well.

Gordon would like to make sure any videoconference developed for his teachers and students have:

- hands-on activities
- Kits or even a list of materials for teachers to collect and bring to the videoconference, so students could make/build/or experiment with something
- Alignment with Canadian science standards

Here is the link to the entire list of standards for 4th grade in Canada
<http://www.education.alberta.ca/media/654825/elemsci.pdf>

Cleveland Museum of Art contact:

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Note: This could also become a possible SAGES Capstone project (if you are thinking that far in advance)!