CURIOSITY CAROUSEL: RESEARCH IS FOR EVERYONE!
QUALITATIVE STUDY

A LOOK AT HOW HIGH SCHOOL STUDENTS USE SMARTPHONE PHOTOGRAPHY AND PHOTO SHARING TO FORM THEIR IDENTITIES
RESEARCH QUESTIONS

• How do three high school photography students discuss their identities as photographers?

• In what ways do they use smartphone technology in the construction and distribution of their photographs?

• How, if at all, does the use of smartphone technology contribute to their narrative regarding their photographer identity construction?
INTERVIEW PARTICIPANTS

- All 3 were in their senior year at MHS
- All 3 were over the age of 18
- 2 had taken AP, 1 was enrolled in Photography 2
- All 3 were also enrolled in Portfolio
- All 3 had been observed using their smartphone to take photographs during school hours (unassigned)
INTERVIEW FINDINGS

• Image Sharing vs. Social Media
  • All 3 students use Instagram to share image, but do not like images people post for networking or social purposes

• Identity Construction
  • All 3 students consider themselves to be “Artsy Instagrammers” and would label themselves as artists and photographers (as well as students). They strive for individuality and acceptance.

• Public vs. Private
  • Is it still private if you have 500 followers and they are all your “Friends”?
  • All 3 strive for “likes” but don’t hashtag, and only interact with people they know in REAL life
IMAGE SHARING VS. SOCIAL MEDIA

• “… that’s like what Instagram is, it’s like an artsy view on my everyday life!”

• Students “liked” images that were “artsy” and seemed annoyed when others posted images for “social media purposes”

• The process/format of the app (Instagram) invites the user to make decisions about composition and aesthetics
ONLINE IDENTITY CONSTRUCTION

• All students chose to use photographs that are “Selfies” as opposed to self-portraits as their avatars and use versions of their real name

• Images posted are “artsy” and have similar subject matter: Food, Friends, Travel, Dogs, Selfies, Nature
PUBLIC VS. PRIVATE

• Is it still private when you have 500 followers?

• Interactions (comments) only with people they know in REAL life

• Being “famous” is too much pressure and too many “haters”
ACTION RESEARCH

• What are the opportunities and challenges associated with including iPhoneography in an AP Studio Art course?

• Student Survey

• Field Notes

• Visual Analysis
IMPLEMENTING...

• Take 3 Photos
• Based on universal themes being used in contemporary photography
• Photo sharing using Instagram
CHALLENGES...

- District policy on social media
- School appropriate accounts for students
- 3 images per assignment
- Deadlines
- Descriptions that link to the concept
THEMES
#MHSAPPHOTO

• *Goes Halloween* inspired by Chloe Rice and Ralph Eugene Meatyard

• *Takes A Walk* inspired by the ‘On Walking’ exhibit at the Museum of Contemporary Photography

• *Goes to Work* inspired by the superheroes series by Dulce Pinzon

• *Wears Clothes* inspired by the Other People’s Clothes series by Caleb Cole and Qozop

• *Where am I?* inspired by the series Where Children Sleep by James Mollison and Rania Matar
ENCOUNTERS
BASED ON THE WORK OF GREGORY CREWDSON

Beneath the Roses
OTHER PEOPLE’S CLOTHES

CALEB COLE

#MHSAPPHOTOWEARSCLOTHES
ktmcg_ walk a day in someone else's clothes mhsappphotowearsClothes
The clothes people wear can define who they are, without even seeing or knowing their identity. #polaroid
#mhsappphotowearsclothes @oliveartkristi
'Other Peoples Clothes' is the separation of someone's character through the clothes they wear, my teacher @oliveartkristi is expressing her easy going teaching skills by wearing students clothes and being one with the students to show a more comfortable and constructive environment in the classroom for AP Photography. #mhsphotowearsClothes #AP #Olive #HipsterTeacher #Swag #MeanMuggin

aglaewhite, sammajamama666, michalapeltak and 41 others like this.

@agbriellaaolive
Omg my best friend 😍

@heriberto666
@agbriellaaolive we miss the heck out of you!
heriberto666 'long sesh' is showing the environment of a tired and dedicated skater after a long day. #mhsapphotowhereami #skate #skatelife #thrasher #RAD
this photo shows the life of a skater, with restless ambition.

#NightSkate #Skateboard #SkateLife #Shred
A place where I can be wearing a tee shirt one day and a winter jacket the next #mhsappphotowhereami

mcgourd @oliveartkristi
christeeuuuh I am in a place where secrets are written on the walls, tears are shed, gossip is spread, and occasional selfies are taken. #mhsapphotowhereami?
CHALLENGES

• School Policy on Social Media
• School appropriate accounts
• 3 images per assignment
• Set deadlines…
• Comment/ descriptions that link to CONCEPT
THOUGHTS MOVING FORWARD

• Student work in-progress/ make part of the process for feedback

• Model after professional photographers using Instagram as part of their work

• Have students generate their own challenges, have them look for inspiration on social media

• Continue researching - Is the use of Instagram effective as a teaching tool? Can it be used to instruct students? How can social media assist to extend learning beyond the classroom and the confines of the school day?
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Action Research through Professional Learning Communities

Lorinda Rice and Bob Reeker
Lincoln, Nebraska
LPS sent many Principals to learn from the Richard and Rebecca DuFours and adopted PLC’s in 2006.

- First started on-site at each building.
- Second year “like” groups were developed.
- 2009-2014 – same groups.
- This year – groups based on
  - Elementary - # of days in rotation
  - Middle Level – smaller groups/city location
  - High School – content/subject taught
Ideas behind PLC

- Clarity of Purpose
- Collaborative Culture
- Collective Inquiry
- ACTION orientation
- Commitment to continuous IMPROVEMENT
- Focus on Results
- Strong principals who empower teachers
- Commitment to face adversity, conflict and anxiety
● Key Questions:

● What is it we want all students to learn?

● How will we know when each student has mastered the essential learning?

● How will we respond when a student experiences initial difficulty in learning?

● How will we deepen the learning for students who have already mastered essential knowledge and skills?
Develop Common Assessments

- Purpose – to gather evidence of student achievement to inform instructional decisions and to motivate learning.
Develop Common Assessments

- Determine if your assessments will be...
  - Summative assessments – assessments given at the end of a unit
  - Formative assessments – assessments given “along the way” to inform instruction

- Determine when you will administer the assessments and how you will collect and analyze the data.
## LPS Art Lesson Plan Document Elementary - Teacher Name: Bob Recker

**Save As:** Create 2-3 Recker  Mask

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade</th>
<th>Last Name</th>
<th>Mask</th>
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<table>
<thead>
<tr>
<th>Course Name: Elementary</th>
<th>Course Code:</th>
<th>Grade Level: 2</th>
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**Unit Description:** Students will use Model Magic to create a miniature mask.

### Lesson Title: Miniature Masks

#### LPS Standards:
- [x] **Create** — Students will use the creative process to make works of art with a variety of materials.
- [ ] **Respond** — Students will explore the critical process to respond to works of art, learning about themselves and others.
- [ ] **Present** — Students will explore basic presentation methods and purposes.
- [ ] **Connect** — Students will identify contemporary, historical and cultural context in art and life.

#### 21st Century Skills:
- [ ] Critical Thinking and Problem Solving  
  - Solve Problems
- [x] Creativity and Innovation
  - Think Creatively
- [ ] Communication and Collaboration
- [ ] Visual Literacy
- [ ] Cross-Disciplinary Thinking
- [ ] Digital Literacy Skills:
  - Information and Literacy
  - Use and Manage Information
- [ ] Life and Career Skills:
  - Flexibility and Adaptability
  - Initiates and Self-Directed Self-Directed Learners
  - Social and Cross-Cultural Skills
  - Productivity and Accountability
  - Leadership and Responsibility

### Essential Learning Objective:
- **LPS Visual Art Standards:**  

  Cr 3.5 Demonstrate various techniques and skills to develop craftsmanship.

### National Standards/State Standards:
- [Link](http://nationalartsstandards.org/)
- [Link](http://www.education.ne.gov/FineArts/)

- **VA:Cr1.2.2a** Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

- **FA 2.2.1.e** Explore various techniques, skills, and the importance of craftsmanship/workmanship (glossary) (e.g., properly hold scissors, while turning paper, to create a well-defined shape).
- Pre-data collected.
- Smart Goal set.
- Met with PLC Group.
- Intervention used.
- Post data collected.
- Met with PLC Group.
Whatever it Takes!

Creating a Culture...

- Our goals have moved our focus from “good as we have to be” to “How good can we be?”
- From Working in *Isolation* to Working *Collaboratively*
- From Focusing on Activities to focusing on results
- From Average Learning to Individual Learning
- From Punitive to Positive