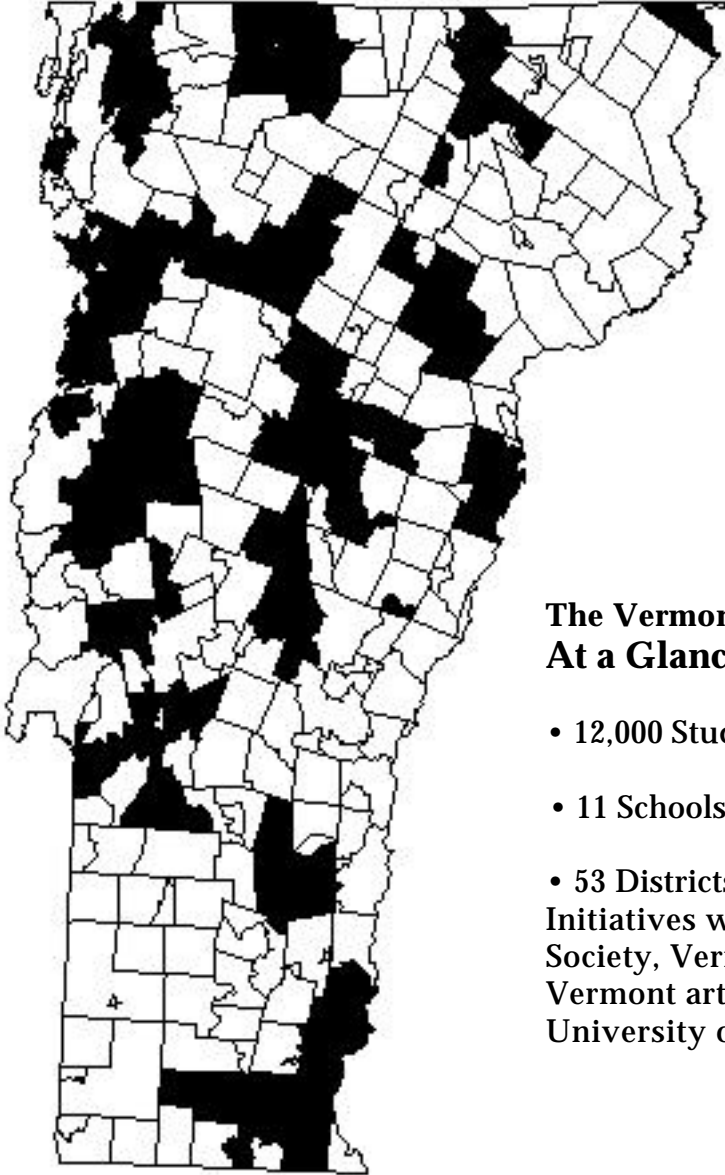


The Vermont WEB Project

<http://www.webproject.org>



The Vermont WEB Project At a Glance (1/97 - 4/98)

- 12,000 Students Participate
- 11 Schools Participate Directly
- 53 Districts Participate through Partnership Initiatives with the Vermont Historical Society, Vermont Center for the Book, Vermont arts organizations, and the University of Vermont

Mission: improved student performance in the Vermont Framework areas of Arts, Language, Literature; History and Social Sciences while employing technology, professional development and community involvement as strategies to promote the use of multimedia forms of evidence of student learning.

Uses of Technology in the WEB Project

Multimedia

As Evidence of Learning

As a Teaching Tool

As a Media Product

Telecommunications

WWW Exchange

Internet Research

E-mail

Online Initiatives and Partner Organizations

Music Composition

(University of Vermont, Vermont Arts Council, Vermont Alliance) a network of 52 music teachers whose students compose musical pieces and exchange work online

Historical Artifacts and the WWW

(Vermont Historical Society) a network of 24 teachers and local historians who are learning to create digital files for online display and databasing

History Day

(Vermont Historical Society) a network of 8 teachers and educational coordinators from local historical societies who are using the Internet to research historical topics with students and modifying a national scoring rubric to fit with Vermont educational standards

Art Responding through Technology

(Vermont Alliance for Arts Education) a network of 8 art teachers created a prototype forum for sharing and discussing the work of students with professional artists. Based on groundwork laid by Music Composition.

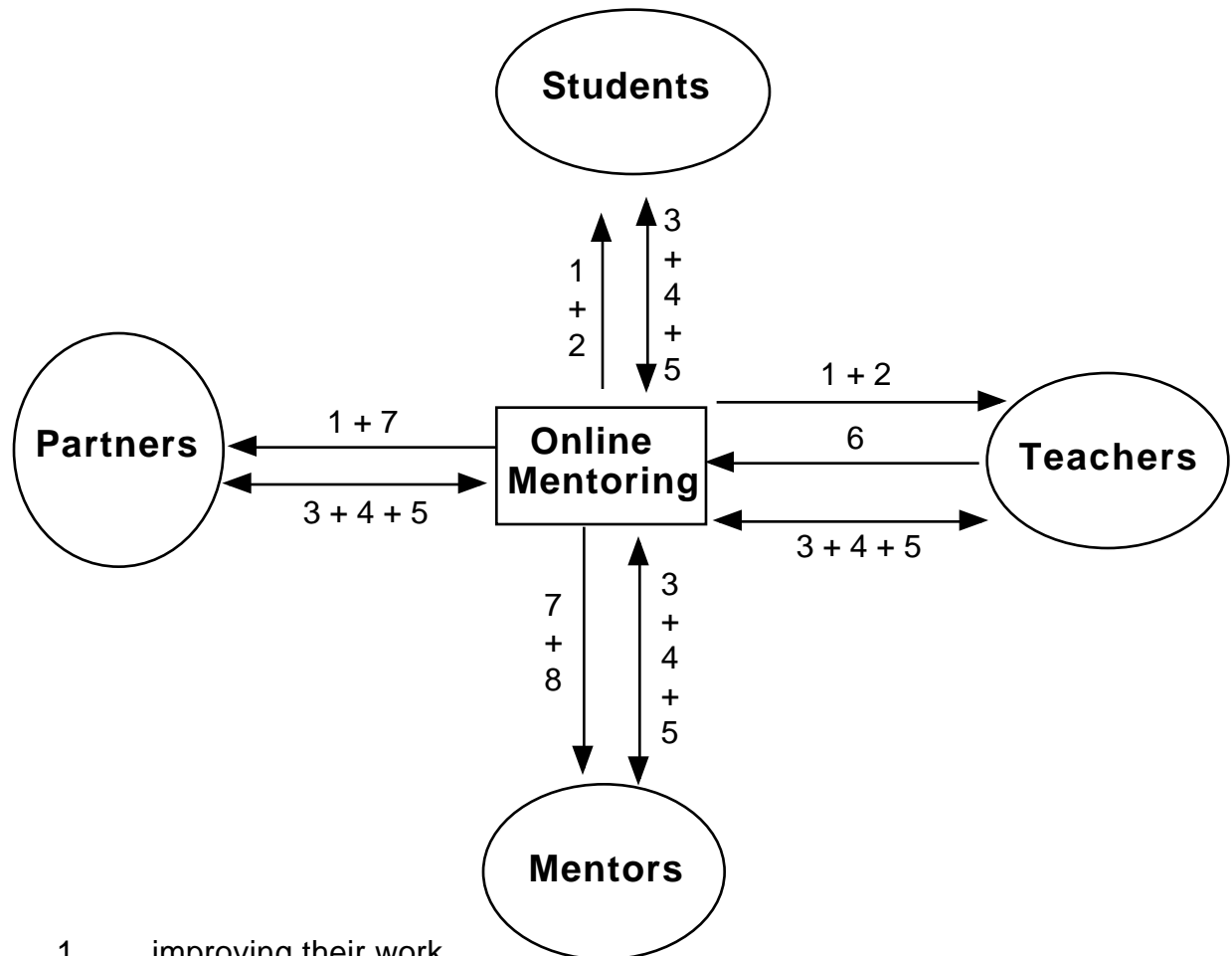
UVM Online

(University of Vermont) 5 web based Internet courses offered through the university to provide professional development to WEB Project participants

Civic Discourse

(Center for the Book) a network of 6 teachers and online mentors who are experimenting with ways to foster in-depth discussion amongst students about topics of current event

Initiatives involve a mix of participants whose sense of learning is mutual



1. improving their work
2. getting affirmation
3. seeing range of examples
4. giving critical feedback
5. learning to use technology
6. giving curriculum examples
7. better understanding the educational system
8. learning more about students

Initiatives Development

1. Grassroots Origin

Teachers, students and mentors build networks with WEB Project support to demonstrate effectiveness of a particular initiative

2. Organizational Adoption

Partners recognize value of system to their specific agency goals

3. Organizational Support and Extension

Partners support system financially and adapt initial designs to subsequent endeavors

Conversation focuses on quality of work

1. In- Progress

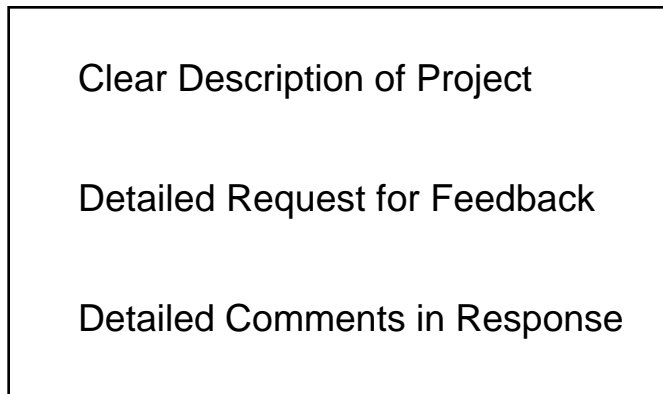
**Uploading of work with detailed,
personalized discussion**

2. End Product

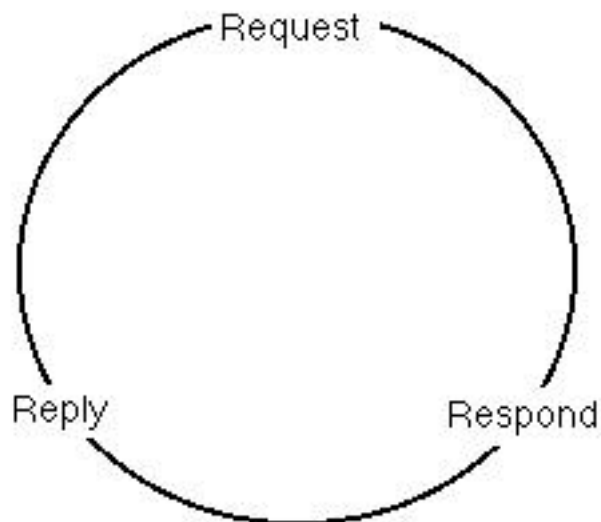
**Development of rubrics and
benchmarks based on shared
standards**

Online Mentoring Essentials for a Successful System

1. Detailed Information



2. Effective Interaction



Detailed Information: Visual Art Example



From: Lee
Organization: VT Elementary School
Date: 16-Mar-98

My name is Lee , I am a sixth grade student . I need help on my pencil drawing, I have no clue what I should do next. Do you think you could give me some help? I like this drawing alot.

Requested feedback: What can I do to the background? What should I do with the bird's chest? How can I make the values show more than they do?

Eagle

Comment From: Joan Curtis
Organization: Artist, Fair Haven
Comment Excerpt

Hello Lee, I hope I can help you with your questions. The strength of your picture so far, I believe, is the interesting composition. The way you have arranged the close-up eagle within the picture's edges is quite powerful..... I would like to see a little more description of the feathers you are seeing.... Is it possible to be more specific with your pencil? As for the background, which you asked about: How would you like to envision this bird's head? Against the sky? With clouds? In darkness? Or just some simple texture or pattern?

Comment From: Ken Leslie
Organization: Johnson State College Visual Arts Center
Comment Excerpt

....You asked about "background." This is the place where you can add information that will tell a bit of a story. Imagine how different this same drawing would be if there were tree branches and leaves in the background, or hunters with guns, or zoo cage bars. Not one line of the eagle has changed, yet the meaning of the drawing is completely different for each of those backgrounds. Even an even black tone would give a very different mood than the even white you have at this point.

I often suggest to my students when they're at this point of having to make choices in a drawing, that they make several photocopies of the original drawing and quickly sketch in different ideas..... The idea you like the most is the one you draw into the original. And if you like two, why then it's time for a second original!



From: Lee
Organization: VT Elementary School
Date: 06-Apr-98

Thank you so much for all of your remarks. What I ended up doing is I put bars in the back so it looks like it is in a cage in the zoo. Thank you Ken, I did make xeroxes of my original to experiment on.

Requested feedback: Now I am stuck and I need some help, I am at the part were I need some help with the color. I don't want to mess it up because I like it a lot. Do you think you can help me? Another thing the title should be Hawk not an Eagle.

Hawk/Eagle (revised)

Excerpted Comment From: Joan Curtis

Thank you for showing us the revised version of your hawk. The added feathers and tone have improved your drawing and given the bird more of a substantial feeling. When I say that I mean that it seems more like a finished drawing. But you apparently don't see it that way, right? Because you are intending to use some color. Did you intend to use color all along? Perhaps you had nothing definite in mind when you started? This is the exciting part about doing art. You can just "wing it" (pun intended) which means just try what comes along and hope that if you want to change directions in the middle of your project, somehow you'll be able to. Then, if it's really not possible to change directions you can always just do a second version of the same piece, right? You have this picture pretty densely saturated with tone. If I were doing this and I wanted to add color at this point, I'd probably go for colored pencils. My plan would be not to add intense color, but just apply just a tiny bit of perhaps browns, blues, and greens very gently--just to warm up that bird a bit...

Excerpted Comment From: Ken Leslie

What a difference, Lee! The bars add such a sense of place--not only is it a hawk, but we know something about this hawk now--a bit of a story. ...Since the bars are BEHIND the hawk, you put me (the viewer) right in the cage with him! (Her?) You asked about what to do with color....But in this case, reading between your lines, I think this drawing is finished.... But that doesn't mean that this idea wouldn't look great in color! I just think you should start another drawing, even the same composition, using color from the start. That way you won't have all those grays interfering under your color choices. You could try several versions--a brown hawk against a blue sky would be quite different from a blue hawk against a brown sky!

Effective Interaction: Cop Killer Example



REACTION

My basic conservatism causes the hairs on my back to bristle at the sight of this "art" work displayed here.

I feel that etiquette and standards need to be brought into place quickly.

I think we should ask this kid to refrain from putting this kind of offensive work up here

I do see by the amount of work he is putting up here and see that he is a serious artist

I find the title of the piece more offensive than the artwork itself.

No, I am not a teacher, and maybe I'm a little out of touch, but I think this stuff is way out of bounds for a learning environment.

Hmmmmmm.... I guess I wasn't particularly shocked to see this image.

We have the work out of context. Was it done as a lark? was it done as a statement against violence in general? a call to action?

EXPLANATION

I am responding to the concern about my piece of art work, that I placed on the

WEB Project website. I will say that i am a non-conformist punk, a sixteen year old boy who realizes the issues concerning the world teen community. When I read the Newsweek article in the doctors office about the anarchist, it affected my life greatly. The image of a young teen being shot while throwing the molatav cocktail was an image stamped into my head for a long time. It's like when you see a movie that affects you, or a movie that makes you cry, except this was a still image. A still image to me has more feeling, and effects me more than a movie, or any image placed into motion. These kinds of still images show the fears or disbelief of people. In the article they mentioned that the young man was shot several times including a shot to the head, while attempting to throw the cocktail at a government authority. So to show the consequences of his actions and those of other anarchists, I drew the image of a young teen throwing a cocktail but also being shot at the same time. I made the young man completely black to show the darkness and death. I drew no face, no detailed looks. Just an all black image. The title "cop killer" was not me saying "kill the cops", but to show what the intentions of the young man were.

RESPONSE

Wow, I have to laugh at myself a little here. If you read this whole thread, I come out looking like a jerk. I've definitely learned a few things myself..

I found myself feeling shocked and excited at the same time with the discussion that is taking place concerning "Copkiller." Excited that this on-line medium is allowing spontaneous communication without regard to physical distance and time, allowing us to connect and share important viewpoints in an incredibly short time. I am moved by the well-reasoned and considerate comments this on-line community is expressing on topics like censorship and the power of images, how they are labeled, presented and perceived.

Moving out a little farther from the concrete image, I think there is a difference between personal offense and censorship, and it is a difficult line and one we are going to have to grapple with, not just with images, but with interactive comments on some of the images, some of which are starting to emerge from students.

This points to the purpose of this site and the exchanges that are going on here. Is it a learning site, and bound by all the rules and conventions that schools are? Is it a public exchange? Is it some difficult blend of the two? And where is the line?

Key Ingredients for Success

- 1. employing a mix of systems for working together both in person and online**
- 2. utilizing outside resources**
- 3. keeping open dialogue**
- 4. simplifying technology**
- 5. establishing common rules while employing diverse methods**
- 6. using technology to meet educational goals instead of placing technology at the center**
- 7. benefiting from the efforts of energetic coordinators and enthusiastic participants**