Drawing

Pod 2: Sullo Liu, Zhenyu Wang, Junfeng Song

1. Overview of the resource

Drawing can be seen everywhere in the daily life of modern society. Regarding technology, painting positions include games, films, advertising, graphic design, industrial design, and interior design. Research shows that drawing also plays a fundamental role in the organization, acquisition, and exchange of knowledge, and as a basic cognitive medium, it plays an important role in the production process and design in the fields of art, technology, and industry (Nanobashvili & Teutenberg, 2019). For individuals, drawing can improve their aesthetic ability, expression ability, imagination, and memory ability. Especially for memory ability, letters and articles are difficult to visualize. However, pictures can help memory and make things clear and retained for a long time, especially the pictures drawn by yourself. A study asked participants to write definitions or draw pictures representing definitions by comparing drawing and rote learning strategies. The results show that drawing gives a reliable and powerful memory advantage, even if the terms and definitions that need to be remembered are fictional (Wammes et al, 2017).

Course overview: This course is mainly about basic painting and creative methods in painting practice. Drawing will be explored as a means of expressing ideas and creativity. Drawing, like any basic skill, must be learned and practiced. Through brief exercises and long-term ongoing projects, learners will explore a variety of principles and techniques that provide basic skills in drawing and appreciating and understanding the drawing of others. The course overview also has four parts. 1. Student demographic: this topic is suitable for English language learners (ELL), loss of hearing, and Higher education people. ELL can learn more English words and videos actively or passively by learning this skill. Learners who lose hearing can express their thought by drawing.

2. Course objectives: Unit 1: Explore, Analyze, and Practice. Unit 2: Create, Apply, Quiz, Reflect.

3. Methods of instruction: Throughout the course, the following methods will be used for instruction: PowerPoint slides, quizzes, Additional resources, and Examples of drawings.

4. Learning activities:1) Hands-on Activity:

 1. Material Exploration:2

 2. Create your own collages

 3. Still Life

 4. Color lead drawing

 5. Reflection

2) Watch artists’ work

3) Quiz

Note: Please browse with PPT and documents. PPT: [Blueprint-Drawing.pptx](https://docs.google.com/presentation/d/1QJhWkD7fuJHP6G-DdlCBjqAYl7B7_3Yk/edit?usp=sharing&ouid=110031072956815234158&rtpof=true&sd=true)

2. A description and rationale for the learning theory

Our courses are mainly based on behaviorism, because everyone can learn painting, and no one can paint well at first. The improvement of drawing technology comes from more practice. Through continuous practice, we can improve the control of lines and pens, and also improve the sense of space in painting. This slowly adapting behavior is behaviorism. The reason why it is not cognitivism is that learning painting does not have to get any honor or benefit. There is no need to evaluate and analyze yourself and draw. Simple painting does not need brainstorming. Our teaching method is even different from constructivism because painting is a skill that can only be achieved through practice.

3. A description and rationale for the learning design

The learning design I chose is experiential learning. Experiential learning is a process of learning in practice by involving students in practice and reflection. It is different from rote learning or cramming education which learners learn or absorb knowledge passively. Experiential learning pays more attention to learners’ learning process and self-initiative. To be specific, learners actively participate in the experience and can reflect on the experience, and they can reasonably understand and apply the knowledge they have learned. When problems arise, learners can solve problems and have new reflections through problems. For example, Learners learn about pandas in the zoo through contact and observation with pandas, rather than through books or other people’s descriptions.

4. A description of your learning context

This course is mainly about basic painting and creative methods in painting practice. Drawing will be explored as a means of expressing ideas and creativity. Drawing, like any basic skill, must be learned and practiced. Through brief exercises and long-term ongoing projects, learners will explore a variety of principles and techniques that provide basic skills in drawing and appreciating and understanding the drawing of others.

5. 2-4 learning outcomes

 1. How to identify the brightness and space of the picture.

By placing objects and aiming at the direction of light, we can understand the brightness change of objects' faces through the light, and how the shadow will be adjusted according to the direction of light.

 2. How to express ideas through painting’

It can reflect a person's mood when painting from several aspects, such as the thickness of lines, the collocation of colors, and the situation at that time through painting some things

 3. How to improve the efficiency of drawing lines

Take time to practice after class, and compare with the line you draw on the ruler

6. The purpose of the hands-on activities in part 1 is to give learners a certain understanding of drawing tools and allow them to learn basic drawing skills. Use the knowledge you have learned to complete your own creations. And draw experience from the process of creation, which is a process of discovering problems. The second part, watching artists' work, is to improve drawing skills by appreciating the works of the artists and the experience gained during the creation process. The purpose of the third part of the quiz is to understand the degree to which the learner has mastered the knowledge of this class and to make the learner more impressed by the knowledge points through a quiz.

7. One interactive activity for each topic

The course is divided into four sections: Course Overview, Unit 1, Unit 2, and Additional Resources. In the course overview, I will ask students to watch the shared video from Shelagh Keeley (additional resources) to think about and define drawing. This breaks the stereotype of beginners about drawing, and this reflection is combined with unit 1.

Then in unit 1, I will ask students to explore the characteristics of each material, and I create a short answer quiz to find out whether the students mastered it. Shelagh Keeley’s video emphasizes the creativity, imagination, expression, and non-limitation of drawing. I ask students to use their imagination and expressively create five continuous line drawings.

 In Unit 2, this part is based on another two resources (Gu Xiong’s drawing and Aurel Schmidt’s drawing). I explained to the students what still life is and asked to see Gu Xiong's drawings. Then, I ask students to draw a still life from their daily life and submit it by google form. Aurel Schmidt’s drawing is a color lead drawing, and her drawings are interesting and critical. By watching the artists' works, I asked the students to think alone and create a color lead drawing and submit it by google form. Based on the resources consistent with the topic and the interactive activities of each topic, I will ask students to write a final reflection and submit it, and all interactive activities I will give my feedback and suggestions by google form.

8. An overview of your assessment plan.

a. I create a quiz by Google Docs and I put the link in PPT. The quiz is a short answer question including the basic knowledge of materials and methods in the drawing. When learners complete the quiz, I will get their answers and provide feedback.

 b. There are two quizzes. One is submitting a still life and colored lead drawing at the end of this course. The other one is submitting a final reflection.

 c. In this topic, the outcome of learners cannot be judged as complete/incomplete. I divided the grades into four grades: A, B, C, and D. If a learner doesn’t submit the two quizzes in part b or he has no basic knowledge at all, I will give a D grade. If a learner submits two quizzes in part b and he has a general understanding of basic knowledge, I will give a C grade. If a learner submits all of the three quizzes and he or she fully mastered the usage of each material and applied it to his or her works, I will give a B grade. If a learner submits all of the three quizzes and he or she submits two good drawings and used each material reasonably, I will give an A grade. My team members and I are fully confident to do a good job on this topic and the evaluation of learners. Because this is based on our preparation time, detailed plan, and detailed handling of this topic. We will also carefully and objectively consider the evaluation of each learner.

9. An overview of your plans to design for inclusion of diverse learners

First of all, we can prepare paper and pens for students with hearing impairment, because our courses are mainly presented in written form, and from the earliest drawing lines, students do not need to learn a lot of conceptual knowledge but draw straight lines and arcs again and again, and then follow us to draw simple patterns one by one. This method is also applicable to English learners because the expression of our knowledge is not through words but a variety of patterns.

10. A rationale for your technology choices

With the global impact of COVID-19, we will be teaching online. We can conduct course teaching and problem analysis through the conference room of zoom. This avoids crowds from congregating in one classroom, thereby avoiding the risk of covid 19 transmission from each other. At the same time, because it is taught online, learners are not restricted by geographical regions and can take our courses anywhere in the world. We encourage learners to showcase their work via blog, which not only provides an open platform for learners, but also a place where they can exchange experiences and improve their work.

13. A bibliography or reference list of all resources cited

Scholarly articles:

Nanobashvili, N., & Teutenberg, T. (2019). In Nanobashvili N., Teutenberg T.(Eds.), Drawing education – worldwide. Heidelberg University Publishing (heiUP). Retrieved from <https://doi.org/10.17885/heiup.457>

Wammes, J. D., Meade, M. E., & Fernandes, M. A. (2017). Learning terms and definitions: Drawing and the role of elaborative encoding. Acta Psychologica, 179, 104-113. <https://doi.org/10.1016/j.actpsy.2017.07.008>

Grey literature:

Video: Shelagh Keeley. [https://www.youtube.com/watch?v=G5XFOsVTQQY](https://www.youtube.com/watch?v=G5XFOsVTQQY%20)

Drawings: Gu Xiong. [http://guxiong.ca/en/](http://guxiong.ca/en/%20)

Aurel Schmidt. [http://www.aurelschmidt.com/](http://www.aurelschmidt.com/%20)