

Artogather – how to motivate students in art education

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Purpose of this document:

To describe a best-practice case dealing with broadband technology in art education

Title:

Artogather

Country and Region:

Groningen, Netherlands

Issue:

If you want to make use of broadband technology for educational purposes you need to be aware of the technical possibilities and the learning methods. Thus it always needs a technician **and** a pedagogue / teacher to produce new learning material. This is one example for pupils with low level education.

Approach / strategies / results:

Dropping your analogue course material at an ICT-specialist with the request to make a digital version of it will not work. A field test with this method had no results. Even when the material was split into different kinds: information, instructions and tests, the results were not satisfying to the teacher.

On the other hand, if you let a teacher work in an electronic learning environment without a lot of support, he will probably stop after uploading the course-schedule and some documents (photos and text).

Relevant keywords:

e-education, new ways of learning, motivate students

Main impacts

- awareness rising that new technology makes learning a different game
- highly motivated students
- makes learning more interesting and creative
- less drop-outs, because learning is closer to life of youngsters

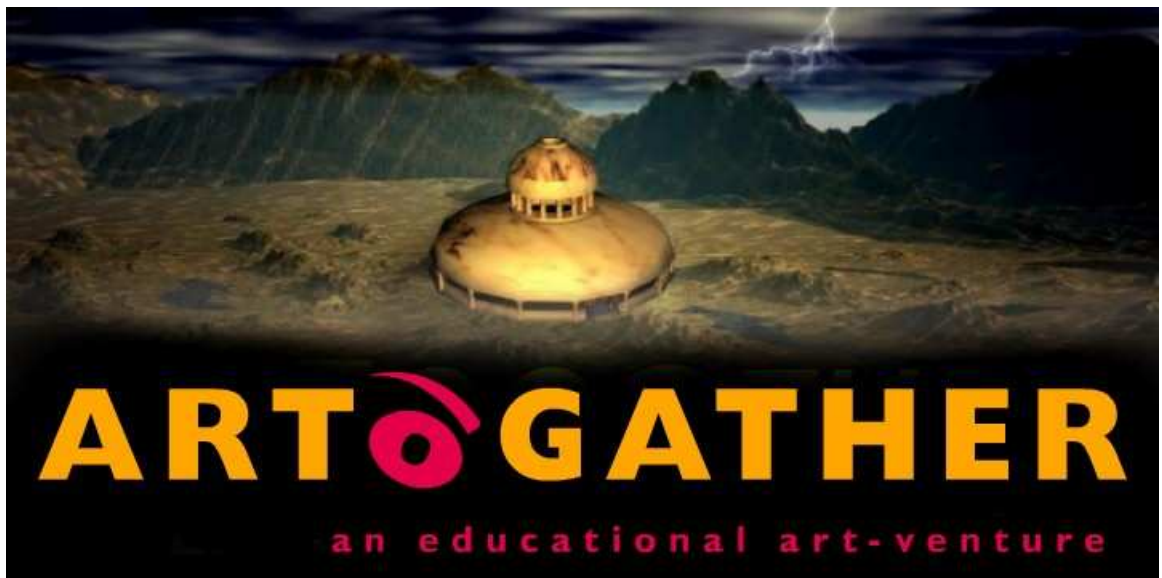


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Artogather is an educational project which Noorderpoort College set up together with the Groninger Museum and The Biblionet, a consortium of libraries in the region North Netherlands. Broadband facilities make it possible that students can take their first steps into art education. This is, by the way, meant for students with a low grade education, who have never really been in contact with arts and therefore need a special approach to enhance their interest. Artogather is an online educative graphic adventure game, which offers youngsters a challenging way of edutainment and stimulates their interest in the diverse expressions of art.

As it is built up as a game, which takes into account the natural curiosity of children, we can also call it a “discovery tour” round the different subjects of art. Interaction therefore plays a great role: while going through the site with your cursor, you will soon find out that it gets a different shape, as soon as there is something to find out, or another direction to go etc. Every time the cursor changes its shape from a finger to an eye, you will be able to find something new. Only after having found the right object, and having placed it in the inventory list, you can continue your way through the site and discover more interesting things. The whole world of art is at your doorway, architecture, fashion, sculpturing, painting, design etc. You just have to walk in. Please see www.artogather.nl



Recommendations

E-education fulfils the needs caused by new learning methods. E-learning can be used when time and distance are a barrier. E-learning must be joined to a practical work situation. At least the e-course provider must know something about the background of the students.

Making choices now can result in making you invest in a system which will be used only in the future. That could mean bad support no updates etc. Really well-organised learning environments are still rare. The use of an electronic learning environment must be strictly supervised by the management.

Doing e-courses is tiring. A quiet, well-structured desktop is pleasant. Everything on the desktop must be functional. It must be possible to stop and continue the course at any time.

The content is only a small part of the time needed to develop e-courses. Much time is taken by direction, choreography and graphic design. This means that other teacher skills are needed. The teacher can ask support but he has to manage the process himself. A 5-day course will help the teacher in his new role. Testing and modification also takes some time.