CREATIVE RESILIENCE THROUGH
ENHANCED HYBRID LEARNING

UNIT

Art Practice | School of Art + Design

PROJECT SUMMARY

The Art Practice program used the Reimagine PSU grant to develop course content and enhance facilities to be able to expand remote and hybrid course curricular offerings. The funding has been used toward research, equipment, and consultation to expand our ability to teach hybrid and online courses.

Work on the grant began in the Winter of 2022 after the approval of funds. Faculty convened during the Winter term to create surveys and formats for listening sessions with students and faculty to get feedback on their experience with hybrid and online learning in Art Practice. We distributed surveys to all faculty and students in the middle of winter and spring term courses. We used our weekly department newsletter to distribute student surveys and encouraged faculty to share them during class sessions. We offered in-person listening sessions with free lunch during the spring term to capture perspectives from students attending classes in person. We received 69 student responses to the survey, and 22 students participated in the in-person sessions. We only received seven responses from adjunct faculty. Below is some of the consistent feedback from students and faculty that informed how we used Reimagine funds

Student Feedback:
- Prioritize offering online sections of reading/writing intensive courses that do not require hands-on learning and studio equipment - particularly at the upper division level.
- Parking and the length of studio courses present a barrier for many students. Many spoke of a desire to have instructional time consolidated to certain days of the week with open studio time available to work on projects on their own timeline.
- Students preferred in-person modalities for hands-on classes, but would like demonstrations to be recorded and accessible outside of class.
- There was a clear desire and need for access to Art Practice studio spaces and equipment. Only 14% of students said they did not need to come to campus to complete create work.
- Students would like to have access to a wider variety of equipment to check out and use at home.
- Lack of classroom streaming equipment and lack of faculty training were the two biggest frustrations with taking courses online.

Adjunct Faculty
- Cited lack of student engagement as their biggest frustration with online learning.
- Classrooms lacked computers and equipment needed for creating online/hybrid content. Most found doing online courses from home using personal computers/phones to be easier than trying to make classroom spaces work.
- Over half the faculty respondents wanted to prioritize purchasing equipment that could be used to create video tutorials for their courses.
- Equipment needs varied from faculty to faculty, but most identified a requiring a designated classroom computer, adjustable camera angles, wireless microphone setup, and Cintiq drawing tablets to stream course content effectively.

In the spring term, we also worked with Scott Nieradka to assess the technology needs and test out different setups for streaming live sessions. We quickly discovered that the equipment needs were extensive and funds would not be sufficient to outfit each of our classrooms. We decided to invest the majority of our Reimagine funds in the creation of three mobile cart units that can be shared between FMH classrooms. Carts will be available for check out for faculty to live stream or pre-record demonstrations. If the carts work the way we anticipate, we will consider working towards having one in each classroom. We have hired a consultant to assist with setting up these carts and creating video training tutorials that can be shared with faculty in orientation and onboarding sessions. We will be completing the purchasing of the equipment by the end of Fall 2022 and assembling the carts and video tutorials during Winter 2023. The cart will be available for faculty use in Spring 2023.

From the data collected from the survey and listening sessions identified the following action items that did not require funding:

- This year we are piloting a new hybrid model for the upper-division BFA sequence. These courses are required by 3rd and 4th-year students and focus on ideation, rather than technical skill development. The model incorporates more online modules and only uses in-person class sessions for fieldtrips and collaborative work. Classes have been scheduled in a way where sections can share online content and guest speakers.
- We have created video tutorials for specialized equipment such as exposure units, sewing machines, and cameras. All equipment now has scanable QR codes where students can access video tutorials on how to operate the equipment during open lab hours. Once we have mobile carts sent up, we hope to expand this content in the coming years to create a equipment/skills library that faculty can link to in their course modules.
- Piloting online models for department wide communication, student orientation sessions, and new faculty onboarding.

We did not use the grant to develop new pre-college and professional development programming. We intend to pursue pre-college programming; however, our survey data suggested the younger student demographic preferred face-to-face learning where they could meet other students. We had planned to pilot an online professional development course for

K-12 educators this summer, but it was cancelled due to budget reductions. We hope there will be opportunities to pursue this work in the AY 23/24.