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Project Title: A More Comprehensive Sketchbook

Explain what you want to achieve and how:
This fall, I will teach a printmaking course, which will be offered for the first time at Walters State in some years. This course combines autographic (drawn) techniques with photographic techniques, involves technical concerns that impact student success and safety, and has a broad, detailed history.
Because these processes require specific materials and equipment, class time will largely be devoted to demonstrations and execution of projects. The outside work of the student in their sketchbook preparing for these projects will be vital to their success in the course, and their pride in their projects.
I propose that the students in this class be given iPads and a stylus in lieu of a traditional sketchbook. This change will offer several advantages to the student, detailed below.

1. Demonstration notes and instructor handouts:
Using the iPads, the students will be able to annotate handouts during demonstrations, write their own notes, and add pictures or video of the demonstration taking place, to which they can refer later. The variety of processes that the students will be exposed to will require different procedures and steps followed for best results. The ability to review and duplicate these procedures will ensure their success.

2. Research and idea cultivation:
Using the iPad, students will be able to better collect and cultivate ideas for their projects.
 a. Project Research
Through the web and apps, students will be able to research prints, drawings, and paintings from history to which they can respond. Several museums have free apps, which include high
resolution images, and proper image citations. This is a refinement over the "Google Image Search" which can yield mixed and often unreliable results.

b. Drawing - This will include drawing through sketching apps, such as Evernote Penultimate, SketchbookX, Paper, and Sketches. There are a wide range of free sketching apps that offer various advantages and tools.

c. Photographs - Students will be able to both take their own photographs with reliable high resolution of the iPad, suitable for transfer into repeatable matrixes as well pull images from web to include in their resource imagery.

3. Project preparation:
Printmaking offers several unique challenges to the student. One being that images are reversed when they are printed. Beginning printmaking students are often frustrated by composing a design, and then discovering it has been reversed in their final project, which can especially be complex when utilizing text or other elements that have a definitive "right-reading" component. Several sketchbook apps, such as SketchbookX offer the ability to mirror or flip a drawing, allowing the student to compose their image in the correct orientation.

Another printmaking component is working in layers, as colors are printed separately. By using sketchbook apps that allow the student to plan for these separations, the student will yield more reliable and anticipated results in their final prints.

4. Communication and sketchbook evaluation
Many sketchbook apps, along with the AirDrop feature of the iPad, allow for sharing of images and content virtually. By creating a space for students to share their sketchbooks with me, I can more easily and more often review their preparation, ensuring they are adequately prepared for any given project. In addition, I can make my own annotations, and suggestions for their review, without altering their personal space.

Provide some background on how you came up with this project:
Sketchbooks are a vital part of any studio class. I often refer to the sketchbook as the "visual brain" of my students. By working in their sketchbooks, students stay more involved with the class, develop better ideas, and generally have more successful projects. Even so, encouraging a habitual sketchbook practice is often a struggle in studio classes, and can fall to the periphery. Each semester, I reconsider how I can better incorporate the sketchbook into the practice of my students. Throughout history, the sketchbook has been a way to record and collect ideas, and react to the outside world. For current students, the means and methods of recording, collecting and reacting are more likely to occur digitally or virtually. Rather than react against this trend and attempt to force an older model on my students, I would like to take the opportunity to use the resources as a Mobile Fellow to embrace these currents. I believe this is an option for my students to construct their "visual brain" in a way that better reflects their modes of thinking, the diversity of resources available, and will encourage them to engage in this process more comprehensively.

How will you evaluate the effectiveness of the project: (This portion of the plan will be completed after the summer Instructional Design training)
In order to evaluate the effectiveness of this program, I will administer a survey at the end of the semester, asking the students to rate how the use of the iPad impacted their sketchbook practice, and their overall learning in the course. I will also measure the quantity of contributions the students each make to their sketchbook, with attention to the following categories: Class notes, Assigned Sketches, Independent Sketches, Assigned Research, Independent Research. By measuring these contributions, I will evaluate the ratio of work assigned to work done beyond the minimum. As the goal of a sketchbook is to be expansive in nature, I will measure whether the access to the resources aided by the iPad has increased the independent work by the student.

I will also compile resources that the students find helpful, such as articles, videos, or other sources in order to expand the resource pool for future students.

By submitting this form, I acknowledge and agree to abide by the terms of this proposal and WSCC Fellows Program. I will complete all assessment tools (reports and video). I have read and agree to the terms of the WSCC Intellectual Property Rights policy. Read the WSCC Policy and Procedures Manual (opens in a new window); search for page 287 and read “Intellectual Property Rights,” or read the TBR Intellectual Property Policy (opens in a new window). I understand that to receive the stipend I must complete the project and present the findings at Inaugural Week.