

# Remote Possibilities!

Tips & Resources for K12 Remote & Blended Teaching in Fine Arts, Media Arts & CTE Programs

wacom®





# About This eBook

The 2020-21 school year has been marked by change and challenge and the 2021-22 school year will be a time of transformation as well. The impacts of the pandemic and fluctuating economic conditions underscore a need for agile, flexible instructional delivery models. At the pulse is finding innovative, affordable, and accessible technology to sustain and power these new, and often exciting remote possibilities for quality arts and CTE programs.

It's been an exciting few months for us at Wacom as educators across the curriculum have discovered that our digital pen and tablet technologies have helped them make the transition from traditional classroom, studio and lab setting to remote and blended learning...all while keeping students engaged, on track and building new creative and communication skills.

This guide gives you tips and resources to use as you develop and deliver instruction in the school year ahead, whether you're teaching in a fully remote, blended, or traditional classroom setting. We've assembled some "best practices" from the profession's leading educators and publications to give you a launching pad as you adapt and create new learning opportunities for your students. And as you explore these ideas, we hope you'll reach out and share your best practices, questions and inspirations with us so we can continue to help you equip your students for creative careers in art, design, photography, animation, gaming, broadcasting, fashion, product and industrial design, architecture, the sciences and more..

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## HELPFUL TIPS & TECHNIQUES

### THE ART OF ADAPTATION

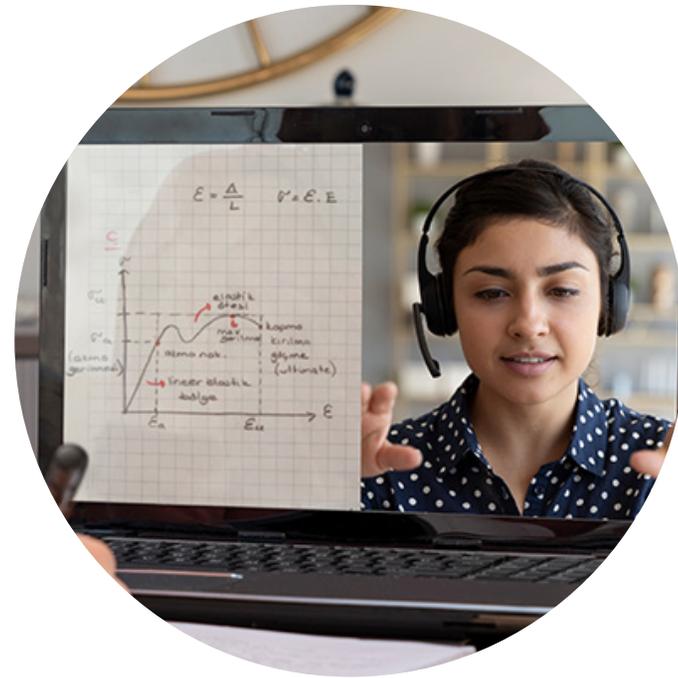
The National Art Education Association (NAEA) has published a practical and comprehensive collection of resources to support arts educators working with students in both distance and blended teaching environments. Check out the AEA Toolkit at <https://www.arteducators.org/learn-tools/remote-learning-toolkit>. Among the many helpful tips offered are:

- Keep topics, lessons, and project assignments current and relevant to build and maintain student engagement. From the pandemic to racial and social inequities, students can channel their real concerns and sensitivities into remarkable new expressions of their creativity.
- Plan instruction that will include all students, keeping in mind that some don't have computers or Internet access and often, families share one device. Remember to make it as easy as possible for parents to help students with getting access set up.
- Consider take-home packets and supplies that students can pick up for home use or can be mailed or delivered to them.
- Keep your instructional schedule structured and consistent so students can prepare and plan and help them use the systems your school and district already have in place, including your learning management systems, collaboration tools, and opportunities to communicate and share work with you, via Google Meet, Zoom or other platforms.
- Find opportunities to shine a spotlight on students' work and achievements.
- Connect visually and verbally with your students. Let them see your studio space and share your "beyond school" art experiences and insights. When they see you on the screen, they see a "new" normal and they experience the care and support that only a teacher can deliver.



## Career and Technical Education Resources

The Association for Career & Technical Education offers a comprehensive lineup of supports for educators to help with adapting instruction in socially distanced, remote and hybrid scenarios. These include webinar recordings, self-paced professional development courses, and comprehensive guides for instructional planning. ACTE has produced an extensive online index that includes resources by content area and resources that will help across the CTE curriculum, including online tools for career planning and exploration, digital study guides, and access to both free and paid digital curriculum resources from curriculum publishers and software providers. You can access these resources at <https://www.acteonline.org/professional-development/opportunities/distance-learning-resources/>.



## Video Works!

As you'll see in other sections of this guide, art educators are rapidly integrating instructional videos into their instructional plans, so students can review art techniques and skills prior to studio time or class time. Whether instructors make videos of their own processes, record lectures with slides, or combine media and use digital pen and tablet technology to 'unpack' specific techniques, videos give students the opportunity to learn asynchronously and use class and creative lab time to interact with faculty and peers. Several free and low-cost video recording and digital whiteboard programs are readily available for use by both teachers and students. Students can also create videos to showcase their work, describe their processes and work one-to-one with teachers as a core component of building creative thinking and expression. You'll find digital video and whiteboard tools listed in the Tools and Resources section of this guide.

## Flipped Learning Models Are Now Front and Center

According to the Flipped Learning Network's website, [www.flippedlearning.org](http://www.flippedlearning.org), flipped learning is a "pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter."

That definition makes flipped learning an ideal model for fine arts and media arts instruction, particularly in the remote or hybrid model. The Network's website and other information channels offer valuable information for developing videos and other multimedia instructional resources for asynchronous learning along with helpful approaches to structuring group spaces for learning in a digital setting.

Flipped classroom and flipped learning approaches have rapidly gained traction in the sudden transition to remote and hybrid learning and can be uniquely effective when students have limited "live" class time with teachers and more time to learn independently or collaborate with peers outside of "whole class" instruction. Check Facebook and you'll discover several flipped classroom groups, including The Flipped Teacher at <https://www.facebook.com/groups/theflippedteacher>, offering a wealth of great instructional ideas and approaches that can be adapted to art, media arts and career and technical education.



ADVICE & INSIGHTS FROM SHAWN SULLIVAN, HIGH SCHOOL ANIMATION EDUCATOR

## REMOTE LEARNING CHANGED THE STORYLINE FOR THIS ANIMATION EDUCATOR...

Remember the teacher who truly made an impact on your future? Shawn Sullivan teaches animation at Sheldon High School in the Elk Grove Unified School District in Elk Grove, California and yes, he's one of those teachers who helps students create a path to the careers of their dreams. Many of his former students are now developing animated films, multimedia games and remarkable creations for studios, networks, and corporations throughout the U.S. and around the world. But in March of 2020 when schools everywhere suddenly needed to transition to remote and online learning, Shawn drew on more than his expertise in media and entertainment arts. His deep commitment to teaching and learning drove him to find new ways to make sure his students didn't miss a beat.

Shawn explained,

**“We’ve spent several years building an industry-standard creative lab for our animation students, complete with the kinds of digital technologies that working professionals use in their roles as animators, directors and producers. And while some of my students had smart phones and computers at home, some had very limited access and even those devices weren’t compatible with the robust software we use in our course sequences. I knew we had to change things quickly so students could continue their projects and build their skills and portfolios for their careers after high school.”**

## Making Do and Making It Work

Shawn worked with students to help them use the resources they had at home, from printer paper and sketch pads, to taking photos with their phones to continue their animation classwork. His advice to fellow educators? “Pay close attention to the students who don’t have a lot of technology at home and if that means going back to the fundamentals of animation processes, do that!” He shared his approach in the early stages of the transition to remote learning with these tips:

- Organize instruction around a weekly project component or skill, with a short explanatory video, a single paragraph prompt and clear project schedules and milestones. Make sure students can complete the work using the materials and technology they have available and make accommodations.
- Schedule assignments and due dates keeping students’ other classes and deadlines in mind. Shawn asked students what day of the week was their “heaviest due date day” and then scheduled his deadlines so they wouldn’t conflict with the research paper or math exam also due that week.
- Ask students to “check in” daily with a quick response in Google Classroom, asking them to use emojis to indicate how they were doing. This met the school’s roll-taking requirement but more importantly gave Shawn insight into how students were doing so he could connect via email or text if or as needed.
- Build instructional continuity by asking students to give him their quick “plan for the day” so he could make sure they’re staying engaged with their schoolwork and on track with assignments.

## Wacom in the Creative Classroom

For the past several years, Sheldon High School has equipped its creative labs with Cintiq pen display technologies with 16”, 22” and 24” screens to support animation, graphic design and photography classes. Sheldon High uses the Adobe Suite and several other animation and production software solutions including Toon Boom.



## A Studio Model of Instruction with Added Learning Opportunities

School year 2020-21's opening models are fluctuating, and Shawn is adjusting instructional plans accordingly. In anticipation of a blended model with the possibility of fully remote periods of time, he's adapting a studio model for teaching. Rather than a whole class animation "mega" project for his advanced animation students, each student will take on the job of animation producer and director, collaborating with classmates on various components of individual animation projects for specialties like storyboarding, scripting, mixing, and more.

He's also developed a sequence of character design projects for students and these are available for educators everywhere through Shawn's nonprofit, CreatorX at [www.creatorx.org](http://www.creatorx.org). In addition to normal character development projects, the CreatorX projects also offer a window into how art and design classes can help students understand timely topics and issues. Check out the "Fighting the Germ" lesson prompt for ideas about how to integrate science and art into an inspiring animation project at [http://creatorx.org/wp-content/uploads/Wizards\\_Duel\\_Students\\_Prompt\\_6.pdf](http://creatorx.org/wp-content/uploads/Wizards_Duel_Students_Prompt_6.pdf).

Shawn's plans are to have students watch videos for project introductions and read project assignments asynchronously and then when they are in the school's creative lab, use the technology available to continue and complete their projects. Weekly online class meetings will be used to answer questions, review project progress and work with students collaboratively to brainstorm ideas and refine their character and film concepts. Shawn noted that these project planning, management, and collaboration skills are valuable to students as they prepare for studio careers and college-level design, film, and fine arts programs.

And just to keep students motivated and inspired, Shawn also plans to continue to give his students opportunities to learn from working animation professionals. Through his Animation Intern program, animators from Pixar, Cartoon Network, Disney, and other organizations are providing guest lectures and demonstrations to students virtually, so students can connect what they're learning in the studio to the careers that are open for them. The Animation Intern program is also available to schools across the country and Shawn can provide details upon request.

## Wacom Supports In-Class, Hybrid and Fully Remote Learning

As K-12 schools strive to deliver best-in-class hybrid and remote learning in tandem with onsite instruction, Wacom's Intuos and Intuos Pro pen tablet and Wacom One pen displays for student and faculty use can enhance teachers' presentations and give students the opportunity to excel in CTE and STEAM lessons and projects, while in class or working remotely.



## Planning Ahead and Putting High School Juniors' Needs in Focus

Reflecting on the sudden transition to remote learning, Shawn shared some additional insights. He said, "I encourage my colleagues in art and media arts to think forward about what students will need in the year ahead as public health conditions evolve. We were all concerned last school year about what high school seniors were missing...from proms to graduation ceremonies and more. We may have those same concerns in the school year ahead, but I've also realized that high school junior considering college and career opportunities in animation and other entertainment arts also need targeted support. These students need to begin building their portfolios and skills for college applications and for potential job opportunities. It's important that these students continue to have opportunities to pursue their passions, even as our learning models and approaches evolve."

## Creativity, Collaboration and Commitment...That's The Secret Sauce

Shawn is working with art and media educators throughout his district and now throughout the country to give high school students the opportunity to create and communicate. He's excited about sharing his students' work and his instructional approaches and materials with educators and students everywhere and he's equally enthusiastic about the ideas and projects educators are sharing with him.



### About Shawn Sullivan

Shawn Sullivan received his Bachelor of Arts degree in Fine and Studio Arts from the University of California, Davis and earned his Master of Arts in Drawing and Sculpture from California State University-Sacramento. He's worked as an Animation Instructor for the Elk Grove Unified School District for more than 25 years and has formed innovative articulation agreements with various colleges. His program has won four National Television Academy Awards of Excellence and his students' work has been widely recognized and award. In 2016, the Walt Disney Family Foundation honored Shawn's work saying his was "...the best high school animation program in the world." You can learn more about Shawn at <https://www.linkedin.com/in/shawn-sullivan-517b775a/>.

## JOE DOCKERY, MOUNT SI HIGH SCHOOL ARTS EDUCATOR ON MAINTAINING MOMENTUM IN A CHANGING ENVIRONMENT

### ADAPTING LEARNING...LEARNING TO ADAPT

Joe Dockery teaches digital arts courses at Mount Si High School in the Snoqualmie Valley School District in Washington State. He shares his commitment to community service with his students as a core component of the classes he teaches and his “We’ll make it work together” focus has never been more important than now. In the sudden transition to remote learning in the spring of 2020, Joe quickly adapted his Digital Media Academy program to make sure students could continue working on their projects and mastering skills for their next steps in college or careers in the fields of art and media production. For the 2020-21 school year, Joe is carrying many of the “best practices” he launched for fully remote learning forward into a blended and hybrid learning environment.

### Tackling the Challenges of Logistics, Organization and Time Management

Joe explained, “Our district uses Schoology as our learning management platform and we made that transition starting two years ago. What I realized in the sudden move to remote learning is that students still struggled with how to turn in work, where to find feedback on assignments, and other basic LMS functions. Those were barriers that could prevent a student from fully engaging in instruction. So one of the first things I did was quickly create several text- and video-based short tutorials so students would know how to get assignments, turn in assignments, review class materials and find feedback. I built a specific lesson on how to reach out for help and we practiced using the LMS messaging system and Microsoft Teams, so everyone could participate.”

He also emphasized the importance of helping students manage their own time...since many now had additional responsibilities, including jobs, taking care of family members, and of course, requirements in their other classes. He helped students develop a schedule and use critical time management tools like Trello and Microsoft To-Do, so they could get their work done. A side benefit to these strategies? Joe noted that these are the same kinds of tools students will use in their professional lives and in their post-secondary courses to collaborate with team members.



## Keeping Connections Strong

Like his teacher colleagues across the curriculum, Joe noted that keeping students engaged in fully remote and even blended learning instruction can be challenging. He made these suggestions:

- Schedule 1:1 or small group meetings with students outside of whole class sessions, to virtually look over their shoulders at their creative work and provide feedback, help solve technical problems, and often to provide positive feedback and encouragement.
- Encourage students to share their screens and work through specific design, production, and other project details.
- Build in opportunities for interaction during instructional class time, using questions, polls, games and other participatory activities.

There have been some unexpected but welcome surprises during the transition to remote learning as well. Dockery noted that some students who find a traditional classroom or creative lab setting to be difficult have blossomed in the remote environment. One of his students with Autism flourished with the opportunity to work more independently and ended the 2019-20 school year with an A in the Digital Arts Academy program. He added that 1:1 time with students remotely or in person matters to help them stay on track and stay connected with the class and their own goals.

## New Instructional Models

We asked Joe about how teachers can adapt and change media arts lessons to make them work better for students in remote and blended learning programs and he offered a wealth of ideas and resources. In a remote environment, students typically meet for whole class sessions one or two times weekly for an hour. Dockery suggested using 30 minutes for whole class instruction and then using the remaining time for students to show their work and provide collaborative feedback and support to their peers. He also recommends starting new projects or lessons by showing sample student work or a teacher-created sample, to give students a more concrete, specific idea of the assignment. He then has students use the discussion boards in his learning management system to post their ideas and respond to other students' ideas. This gives students the opportunity to ideate, collaborate, and then solidify their own ideas and approaches to creative projects. For additional ideas, he provided this helpful resource. It's a short document with lesson-plan starters and supporting links to spark ideas for media arts, graphic design and other fine arts educators.

Joe also teaches a course in Leadership at Mount Si High School and he shared a few of his project ideas, many of which include media arts and design components. It's a great way to connect community engagement with the arts curriculum and show students how they can make an impact in their own schools and neighborhoods.

## The Right Tools for High School Students & Courses

Mount Si high school uses a combination of Intuos Pro pen tablets and Cintiq equipment across art, graphic design and media arts/animation classes. Teacher, Joe Dockery, has developed a drawing and painting unit he uses each year with students, giving them experience using pen display technologies. His animation classes use the school's Cintiq fleet throughout their coursework.



## Small is Beautiful. Free is Beautiful Too.

Dockery suggests that in animation, photography, graphic design, and other fine arts classes, it often works better to deliver instruction in smaller “chunks” that can include a short video, a foundational project written description, and examples of finished projects for inspiration. He noted that even in schools with 1:1 computer access, often the students’ computers simply don’t have the operating capacity to handle more robust design and production functions. He recommends helping students find solutions such as WeVideo, which offers a free YouTube video editing app so they can create and complete projects either on their phones or tablets. As an aid for colleagues, Joe has generously shared a list of resources and lessons he created for his students’ at-home use:



### Video Editors:

Joe recommends either Adobe Premiere Rush on your phone or personal computer and WeVideo if you are using your school laptop.



### Graphic Design

Software to install on school computer

- Inkscape (vector)
- Gimp (raster)



### Online Tools

Software to install on school computer

- Photoshop Sim:  
<https://www.photopea.com/>
- Adobe Spark Post:  
<https://spark.adobe.com/>
- Canva:  
<https://www.canva.com/>



### Animation

- 3D Blender: Blender Download
- Stop motion
- FireAlpaca - Tutorials at: <https://youtu.be/F632SztGENc>



### Online Tools

- Piskler

Joe’s been an innovator and leader in several professional programs, including the Adobe Educator Exchange and he enthusiastically suggests that teachers explore the resources and support available there as well.

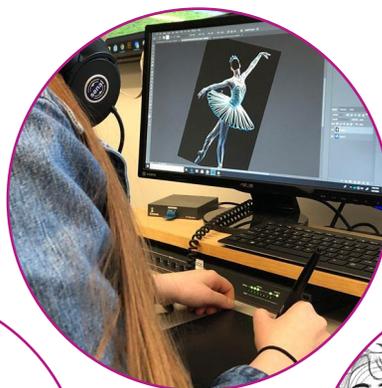
## Wacom Meets Teachers and Learners Where They Are

Many high school programs across the curriculum have found creative ways to make sure students’ skills keep growing and their creativity continues to flourish in remote and hybrid learning environments. Many schools are now beginning to provide students with Wacom pen tablets for check-out so students’ can continue to expand their portfolios and participate fully in class creative and technical projects.

## Keeping Extra-Curricular Programs Alive.

Students often thrive when they can participate in after-school programs and fine arts and media arts educators often lead these programs for students. Joe's typical school year involves advising the Key Club and AV Club and working on the All Girl Film Challenge. He's planning to use Zoom, Microsoft Teams and other tools to keep these activities going, including student-developed lessons, a virtual film festival and more. For inspiration, he's shared this link to showcase the All Girls Film Webinar series he's working on with his students.

As Joe Dockery will tell you, 2020 has been a challenging year and he expects those challenges to evolve and continue for the balance of the 2020-21 school year. And with all of that, he's upbeat, optimistic, and committed to making sure his students have quality opportunities to develop their media arts skills, their creative confidence, and their future plans. You can learn more about Joe's work at <https://jdockery.weebly.com/bio.html>.



## About Joe Dockery

Joe Dockery is the director of the Digital Media Arts Academy at Mount Si High School in Washington. He's an Adobe Education Leader and has helped to inspire educators throughout the United States as they integrate technology tools and resources into the arts and media curriculum. He received the Washington State Golden Apple Award, Radio Shack's Technology Teacher of the Year Award, the "Best of the Best" and Making IT Happen" awards for ISTE, and the Adobe Education Leader "Impact Award. Joe is a graduate of Western Washington University and he received his Masters in Teaching from City University. Additionally, he earned a Certificate in Distance Learning & Development from the University of Washington, and his CTE Certification from Central Washington U.

## WACOM PRODUCTS FOR EDUCATION

Wacom®  
MobileStudio Pro



Powerful mobile pen computer gives freedom to create anywhere using full software.

Wacom®  
Cintiq Pro



Best professional creative pen displays feature 4K resolution, superior color, and no parallax.

Wacom®  
Cintiq



Creative pen display with quality pen on screen experience but fewer premium features.

Wacom®  
Intuos Pro



Best professional creative pen tablets with serious pen performance and productivity features.



Wacom®  
One

Entry level creative pen display ideal for students for remote learning or packing back and forth for to class.

## WACOM INTUOS AND WACOM ONE COME WITH BONUS REMOTE EDUCATION SOFTWARE APPS.

Get 3 months of the professional subscriptions for all 5 of the following remote ready education applications with purchase of Intuos tablets or Wacom One pen displays.



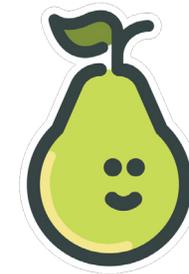
### Explain Everything

Infinite canvas and recording tools make creating whiteboard explainer videos a breeze.



### Limnu

An online whiteboard with integrated video conferencing that enables collaboration in real time from any device.



### Pear Deck

Pear Deck makes it easy for teachers to build and launch interactive presentations within Google and Microsoft classroom tools.



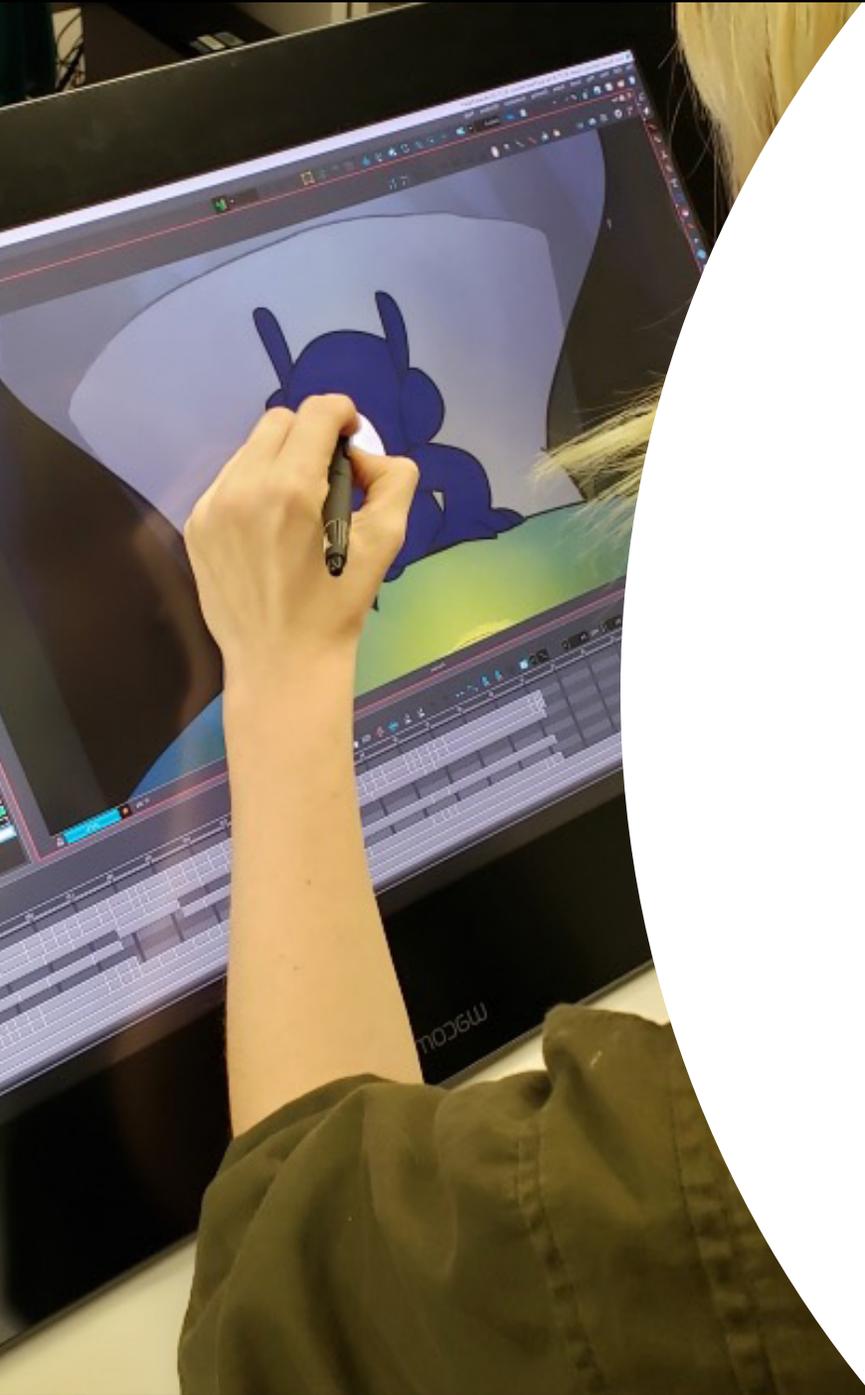
### Collaboard

Collaborate in real-time by drawing on the whiteboard, adding sticky notes, documents, images, videos and much more.



### Kami

Transform any existing document into canvas for expression or an interactive learning experience.



## Wacom Jumpstarts Students' Careers

When you equip your art, media and CTE learning environments with Wacom devices, you're giving students the opportunity to build their skills using the tools that are industry-standard and industry-leading. From the largest animation studios to leading design and production houses, Wacom solutions help creative professionals do remarkable work and build solid careers. For more than three decades, creative professionals around the world have relied on Wacom's digital tools to push the limits of digital art and design. That's why art and design schools trust Wacom products to prepare the next generation of talent for careers that will change the world.

### Key Points to Support Your Proposals & Grant Applications

Many middle and high school arts, media and CTE educators are expanding their programs and toolbox of technology tools with grant support. The information below may be useful when you're writing funding proposals and grant applications.

- **Drive creativity in the classroom:** Wacom technology encourages students to explore, experiment and express their creativity, while cultivating the critical-thinking and problem-solving skills they'll rely on for a lifetime, as they develop the capacity to apply illustration, animation, design and motion techniques using industry-standard tools.
- **Prepare students for successful careers in creative industries:** Teaching students to use the same graphics tablets and pen displays that industry studios and agencies use lets them explore their creative potential while developing the real-world skills employers expect. To achieve college- and career-readiness for students entering creative and allied fields, it's critical to train them to use the tools that the creatives use in every field, including:
  - 2D/3D Animation, Video Editing, Motion Graphics
  - Illustration, Graphic Design, Web Design
  - Photography, Game Design, Fashion Design
  - Industrial and Product Design, Architecture, Engineering



### **Focused Support for Education**

Whether your school and district are developing new creative and media arts course programs, expanding your current creative learning environments, or upgrading your current device fleet, Wacom's dedicated education support specialists will provide product evaluation programs so you can test-drive solutions and we will connect you with our authorized resellers who can provide education and volume discounts. We can also help you develop and deploy student loaner and purchase programs to support learning beyond the school day.

### **Connecting Educators & Professional Expertise**

We are providing both product training and professional development opportunities for educators so you can learn from the profession's leading education practitioners and industry experts. Our new webinar series connects you with educators who share their approaches to instruction across creative fields. Check our website and watch your email for updates about new Wacom programs and special events.

Wacom. We're here for you and your students.

**[Download free resources here](#)**