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*REFLECTIVE PORTFOLIO*  
*Teaching With Technology*  
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*My Teaching Philosophy:*

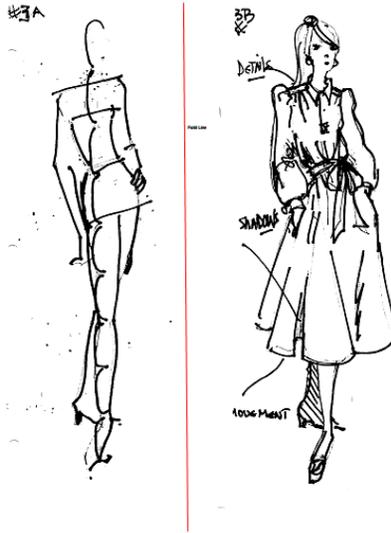
From a very young age, I cultivated a visual sense of the world. I see the world through a creative, colorful and artful lens that draws connections between imagery and emotion. Films, art, and music, have all inspired my designs. For me, fashion is first and foremost an expression of a feeling, a sensation. One sets out to create a persona for someone else to inhabit. In my fashion drawing course, I seek to guide my students through the process of seeing the model and how they are dressed, observe and then articulate the colors, the textures, the patterns, the lines and shapes that define the movement and flow. Then I ask them to transfer all of that using a simple drawing technique to render it in two dimensions on the paper. From their eye to their hand and then back again. I firmly believe that anyone can draw. It begins with a figure based on nine heads, a balance line and then action lines based on the model's pose. I give examples in video and line drawings.

*My memory of a Master Teacher who inspired me . . .*

Frank J. Reilly, an art instructor and artist, from the Art Students League of New York is my definition of a Master Teacher. I took life drawing classes at the League and I remember his words to this day: "Observe what you see and then let your hands see what your eyes see, and then draw." It all comes down to keen observation. We mostly look at things fleetingly and our brain processes what we see in an instant. Seeing images and understanding them is a type of mental shorthand. However, to recreate an image by hand, drawing it, takes a different level of observation. You need to break it down into its recognizable components and transfer three dimensions into two dimensions. This is what Mr. Reilly helped me to understand as a student.



## What makes a lesson successful and why?



My definition of a successful lesson is when students are able to accomplish the task at hand and be able to repeat it consistently. My introductory lesson is one of these successful lessons. It sets the basic method of drawing the nine head proportional figure. It starts by folding a piece of paper lengthwise. On the left-hand side, we start with pencil to draw the base figure using the nine head method. We introduce the balance line and then I walk students through defining the action lines, shoulders, arms, hands and legs. Once this basic figure is on the paper, students will have an excellent croqui to draw the clothes on. Folding the right side over the left, they begin to add the shapes of the clothing. How does it fall across the shoulder? Where does it land on the waist, hips, and legs? How is the model positioned? Hands on hip? Left leg slightly bent? Head in a three quarter profile? The figure beneath serves to guide the student through the process of drawing and dressing the form.

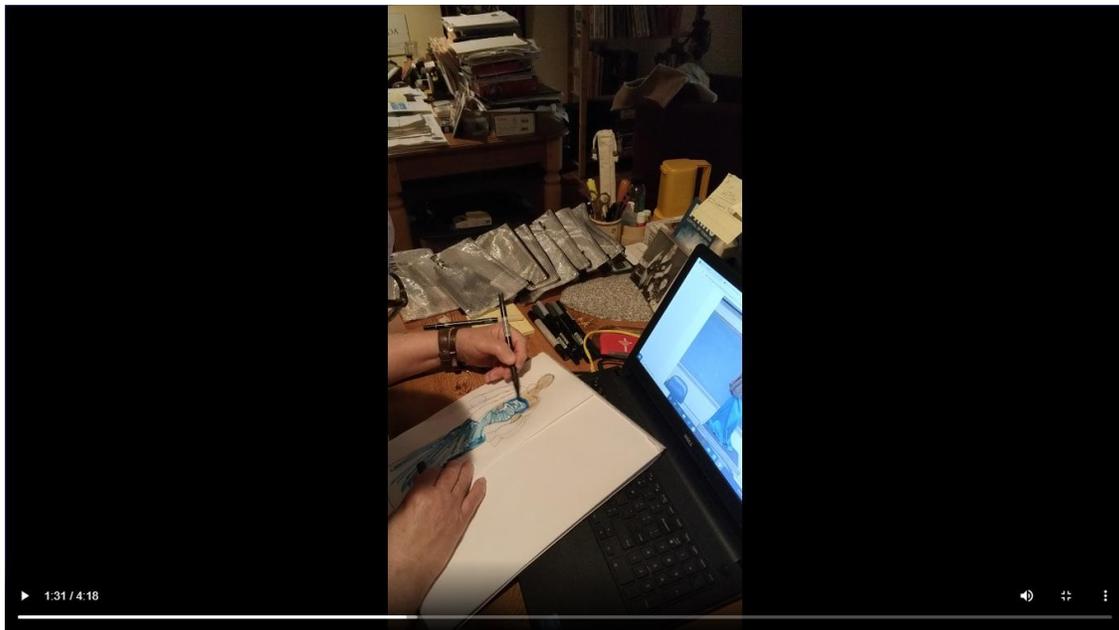
## What makes a lesson unsuccessful and what can you do?

One semester, I had sprained my wrist and was unable to draw satisfactorily. To compensate for this, I chose to use the blackboard in the classroom as a bulletin board. I used magnets to attach sketches to the board and described with great enthusiasm, in words, the steps one would take and the details to look at. The sketches I used came from many of my illustrated art books and the students had the opportunity to view a variety of techniques and drawing styles from different designers and fashion illustrators. Once the student model was in position in front of the class, I talked the students through the phases of drawing the assigned outfit for that lesson. Language can only partially describe what you see. In this situation, students did not have the benefit of watching me draw along with them. When they can watch me draw in person, they often become more confident in their own drawing. They see me draw, erase, adjust and correct my own sketches as I try to accurately capture the model and the outfit.

When we switched to remote learning last spring, I created silent videos that I could narrate for the students during class time. They could watch me draw the assignment of the day from start to finish. The real benefit with video is that the students could also rewind, pause, reflect, make some attempts at sketching and review the video as many times as they needed. I also prepared audio narrations over still photos for class. This too was a way for students to see the still photo of the model and listen to me guide them as they drew the figure.

*The introduction and expansion of the use of technology in Fashion Drawing:*

With the sudden school closure and lockdown in March, I had to adjust this in person studio course to a remote course delivery. Using my creative instincts I developed materials for the remaining seven weeks. This was really Emergency Remote Teaching. There was not a lot of time to perfect the materials. I shifted from live student models to still photographs. I had always suggested that fashion photo layouts in print or the internet were a great source of practice. They now became the focus of the course. I made my own videos of me drawing the weekly assignments; I narrated these live and did voice overs for the introductory still photos that were available on Blackboard.



Instructional Video



Student Model

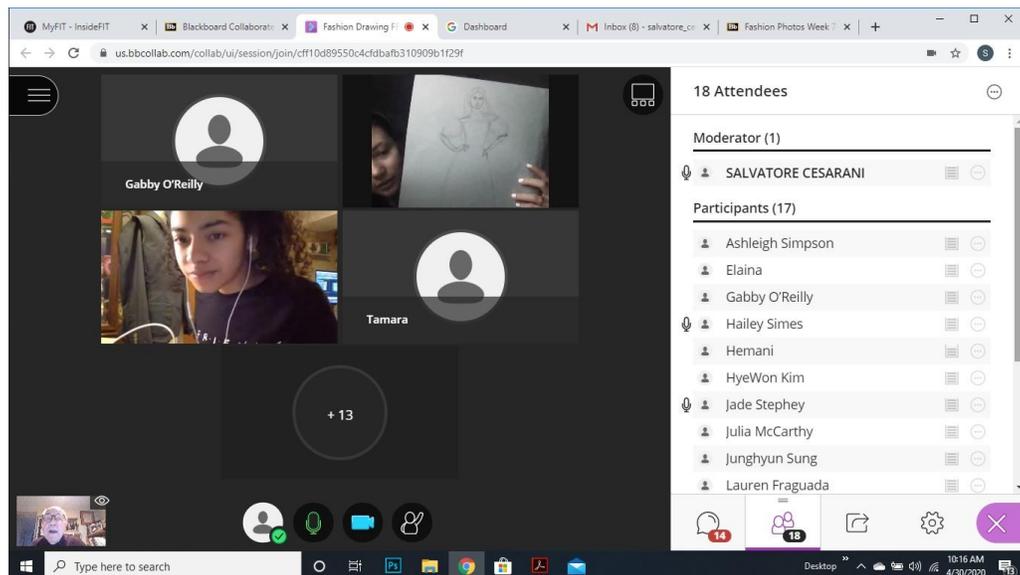


Ashleigh Simpson-Student Sp 2020

## *Technology and Remote Instruction for Students and Instructors:*

Students live in a fast paced world of tech solutions. Smartphones, tablets, and laptops permit relatively easy access to unlimited resources; it's just a Google search or YouTube video away! Students also understand a visual presence through influencers and personalities on social media like Instagram and TikTok. So, there is a familiarity with technology. Nevertheless, access is still an issue. With the lockdown, equal access to technology presented new challenges. Students who found themselves without University free WiFi or with only a limited data plan, slower internet speeds, minimal bandwidth, and perhaps being located in a part of the world where internet access is not "Google friendly" made remote teaching and learning a challenge. We found alternative solutions with individual office hours via telephone and emailed attachments of files.

In addition to the virtual classroom, Blackboard provided structure through our course folders, permitted me to log attendance for each class and I had a variety of file formats that I could upload to the Blackboard shell. The email function is also a quick and easy way to communicate instructions to the students. Teaming Blackboard with Google Drive was a fundamental way for me to receive and comment on my students' weekly assignments. I created individual folders for each student and then shared these with them. Students would upload their weekly assignments into their shared folder and then I created a single comment sheet where I would critique their work with suggested ways for improvement. This personalized feedback served to help students focus on areas to improve as well as seeing what their strengths were.



For me as the instructor, I had to manage new modalities for synchronous teaching. I tried Zoom and was not satisfied. Then I moved to Blackboard Collaborate Ultra. I chose the latter option, because it was seamlessly integrated into our Blackboard course platform. I found it to work well and provided a stable virtual classroom environment. I invited students to leave their microphones on during class and to use the Chat function, so they could ask questions during the lesson. I was also aware that some students may not have had private study space during the lockdown so they could

choose to turn on their video camera or leave it off. I would share my screen and they could share theirs to show work. To end on a high note in a challenging semester, I prepared a semester highlight reel of their best student work and “virtually” invited three industry guests to join our final class meeting and serve as a panel of experts in different areas of the Fashion world. They spoke about how their careers started and about how the industry was changing due to COVID 19. They offered their advice on ways for students to find their place in the changing fashion industry.

### *Planning Forward for the Next Semester with Technology:*

After this two day workshop, I was most impressed with the possibilities for Padlet. I may also try to work with Voice Thread. The purpose of these two applications would be for students to create some asynchronous content and have a way to contribute to the class exchange. I may try to incorporate an element of class presentation at predetermined points in the semester.

Video from YouTube and videos that I create are another element I plan to incorporate. Teaching is sometimes a bit of theater and performance and video would let me engage the students in useful and interesting ways.

Using the chat function for students too shy to speak up or who may have unstable internet is another way to check in and see if they are engaging with the materials. I want to be as inclusive as possible with multiple modalities and ways to engage with the course and the activities that we are working on in class.

As mentioned earlier there is an added benefit to uploading prerecorded materials. Students can work at their own pace outside of class as they complete their weekly assignments. I really enjoyed creating and setting up my videos in Blackboard.

### *New Technology and Approaches Contribution to Classroom Practice:*

Learning is a form of growth. These new approaches and the ways we can teach with technology have provided me with an opportunity to assess and prioritize the essentials of my teaching. It comes down to practice and community. The classroom is a nurturing space to try new things and that is true for both the students and for me. This two day work shop has shown me the value of new tools and reinforced best practices for tools I had only just begun to use. As I continue to work with these new technologies I will achieve a comfort level and a command of the technology. The ability to share my screen to add spontaneity by finding an image on line that suits the moment is liberating. If something comes to mind, you can search it, show it and discuss it in the moment.

### *Evaluating Success through Feedback:*

Question and response whether in person during class or via email or class chat, these are the most immediate ways to get a sense how students are reacting to the teaching modalities. Just as I would in an in person class, I will do the same with the remote instruction.

### *Seeing the Big Picture and Significant Take Aways:*

Technology can provide opportunities that are not available in a traditional in person studio course. Technology can challenge you to re-imagine how you teach and which goals and objectives are truly central to your course. Technology can bring clarity and provide new ways of seeing and doing things. Yet, it also brings challenges in creating a classroom environment.

At the university, all students can appear equal. They are all in the same classrooms, have access to broadband WiFi and can create their individual persona. Learning remotely, off site differences emerge. Not every student's internet access, software and hardware are equal. There is definitely a different feeling to a remote synchronous class, interruptions in connections, no video, no audio; students may be distracted by their environment. We need to be sure we are considering student accessibility of resources. It is important in a virtual environment to infuse the lessons with humanity, to create community among the students and with the instructor and the importance of providing options and for being flexible, within reason, while maintain the standards and expectations for the course. We have definitely learned that the world right now is unpredictable and we need to be able to adjust quickly. Most importantly, keep in mind that you and your students are more than a video image on a screen. The technology can provide opportunities for teaching in new ways, but the teacher provides inspiration, encouragement and a knowledge base to the students. Students did not come to be wowed by the technology. They did choose to enroll based on the quality of the teaching. It's all about the learning.