she went to the computer so as to have opportunities to develop skills in each role.

When they had completed their series of picture slides, to illustrate their stories and create a title and credit slide, they were sent off with a tape recorder to record their script on tape. Some of the sound effects they recorded were highly creative.

The next stage of timing the picture slides to coincide with the tape recording was too difficult for the 8- and 9-year-olds but Year 6 students coped well with the task. We used the program TV Show to create a computer slide show from the drawings we had created on Deluxe Paint III. The computer and tape-recorder were plugged into the Video and Audio in connections on the back of the video recorder, played simultaneously and videotaped.

The students had a television showing of their cartoon ‘in-class’ and discussed and shared techniques they had used to produce pictures and sound effects with each other. But the highlight of the whole procedure was when we had a ‘showing’ of our cartoons to Year 1 who gave the students the best feedback of all as they laughed and clapped with delight at their cartoons.

The ‘cartooning’ process of story production provided all students regardless of preferred learning style an opportunity to create a narrative and also develop skills in the non-preferred learning style that would assist them to utilise both brain hemispheres.

The ‘worth’ or success of this computer activity was not just the superb stories they created but the increased self-esteem each child displayed. They all had a sense of ‘I can do this. I want to do this.’ During the whole term we worked on the cartoons, not one child grumbled about the numerous writing tasks, catching up on missed work in other subject areas or the hard work involved. My greatest difficulty in classroom management was getting them to turn off the computer and go out to lunch or go home. It was a most rewarding experience for all concerned, me especially.

The next term, we used what we had learnt from the cartooning process to create a documentary, All about Frogs, incorporating the report, explanation, procedure and narrative genres. Although the computer picture slides and scripts were completed, I did not see the video completed as I left the school for warmer waters on the North Coast.

NOT "JUST" ART:

computer paint programs and ideas processing

The recently published National Curriculum for Technology lists ‘Designing, Making and Appraising’ as one the strands which will provide an integral framework for units of work involving technology. Computer paint programs provide a design medium which integrates well with all aspects of the curriculum. Design is important in that it combines functionally with the aesthetic, thus challenging art, science and every aspect of human pursuit. This paper will outline some of the ways paint programs can be used in the classroom so that children’s learning is enhanced, and will make reference to the ways paint programs provide the ideal medium for Designing, Making and Appraising.

THE CLASSROOM: WHY USE A PAINT PROGRAM?

We live in a visual world, in many ways we store information as visual images. In terms of the classroom, a paint program can be used as a cross-curricular tool for visual information. Incorporate text and sound and the images can be regarded as true classroom multimedia. For the average classroom teacher, a little expertise in managing class projects involving ‘paint publishing’ is easier to handle than many other classroom computer applications. Paint programs can be incorporated meaningfully into any learning situation and any year level, and unlike applications such as word processing, paint programs can be more easily managed in the classroom environment given the current level of computer resources in most classrooms, that is one computer per thirty children.

Philip Mellifont

ADVISER, LEARNING TECHNOLOGY

DARLING DOWNS CENTRAL SCHOOL SUPPORT CENTRE

Children working in groups can cooperatively produce a piece of work using a paint program in a relatively short period of time. Paint programs provide a resource where children can explore design and aesthetics in a totally new way. Children who claim they ‘can’t draw a straight line’ no longer need to — the straight line tool does this for them. In fact the work produced on the computer by the child who usually rubs his or her way right through the paper looks just as good as the artistically ‘gifted’ child. As the work produced by each child at the computer possesses the same qualities and integrity — the emphasis changes from product to process; the place where teaching and learning actually occurs.

Children can access every two-dimensional shape, perspective, colour, movement, and gain the freedom to experiment and make mistakes without having to re-create

continued over
designs with the tedium characterised by the traditional media such as paper and pencil.

Projects can be published on screen, videotape, printed on overhead transparency or paper. Images can be drawn, reused, scanned or digitised, modified and manipulated in countless ways. Paint programs provide an accessible and affordable form of multimedia. Created images can be enhanced through the use of presentation software, audio recordings and digital samples and the like.

NOT ONLY ART BUT A CROSS-CURRICULAR PUBLISHING TOOL

The multimedia environment offers a number of new learning experiences for students including the ability to trace the learning path, as a brainstorming tool to aid creative process, and the use of more senses to reinforce the learning process. (Fieldon 1990, p. 63)

The process of classroom computer based ideas processing incorporate the notions offered by Piaget, Bruner and others where children construct their own knowledge. Students undergo confrontation where they are presented with a stage relevant task during a classroom brainstorming session or group activity. Inquiry where the students experiment and manipulate the data (in this case images) or research and report information relating to a topic and Transfer where the acquired knowledge is presented through the use of language, art and sound or incorporate into subsequent projects.

The fact is that many teachers aren’t using paint program for art, they’re actually using them to: explore maths concepts (take a look at Concept Processing using Deluxe Paint by Gavan Brown In.d.), available from Commodore Business Machines); assist in, and report on science experiments; explore and publish social studies concepts; and incorporate their use into a range of language-based activities.

Why is it that shadows appear blue in winter? How does the internal combustion engine work? The science of these and many other wonders can be explored in the classroom using a computer and a paint and animation program.

Computer-based paint and animation allow classrooms to create electronic story books using presentation software, as well as provide a medium for children to present visual presentations of concepts which are often difficult to publish such as gears and pulleys, colour mixing and a myriad of such like.

Many advanced paint and animation programs provide experiences in symmetry, moving objects along x, y and z axes, estimation, angles, tessellations and a host of maths concepts. They allow images to be manipulated in a variety of ways (stretched; flipped; copied) so that creativity and ingenuity are encouraged.

Use of a paint program in the classroom provides two advantages I feel are important. The educational experiences involving the software are firstly; learner-centred and secondly; teacher-guided. The value in the activities involving the computer depends on the teacher managing the project or learning experience. Therefore the teacher is in total control and takes responsibility for the classroom learning experiences. The activity is also learner-centred due to the fact that the learner is participating in an active role, and participates according to his or her current level of performance. The program I like to use in the classroom is Deluxe Paint IV for the Amiga computer. This program is simple enough to be easily used by preschool children as well as providing high-end facilities suitable for trained adult professionals employed in advertising, art, video and television. In fact many of the graphics seen on television and video were created with ‘Deluxe Paint’ and the Amiga.

FIRST THE COMPUTER THAN THE REAL WORLD

The computer provides the flexibility for children to design and redesign, so that when materials are selected for construction — whether they be clay for pottery, balsa wood, cardboard, leather or any other material, the design is well understood. Advanced paint and animation programs provide the classroom with an effective design tool, as effective as the manufacturing industry has found in CAD packages.

BIBLIOGRAPHY


