

6-6-2016

Social Media As A Tool To Share Art Curriculum

Jordan James DeWilde

Illinois State University, jjdewil@ilstu.edu

Follow this and additional works at: <https://ir.library.illinoisstate.edu/etd>

 Part of the [Art Education Commons](#), [Elementary and Middle and Secondary Education Administration Commons](#), and the [Elementary Education and Teaching Commons](#)

Recommended Citation

DeWilde, Jordan James, "Social Media As A Tool To Share Art Curriculum" (2016). *Theses and Dissertations*. 567.
<https://ir.library.illinoisstate.edu/etd/567>

This Thesis and Dissertation is brought to you for free and open access by ISU ReD: Research and eData. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISUReD@ilstu.edu.

SOCIAL MEDIA AS A TOOL TO SHARE
ART CURRICULUM

Jordan James DeWilde

107 Pages

This study attempts to discover how social media can be a tool for art educators. The researcher, an elementary art educator, created a Facebook page to share his curriculum and document his teaching experience. For a two-month period he recorded the posts and the responses. He documented the process in a reflective journal to determine how interaction with social media would impact his teaching. He simultaneously conducted an online survey of art educators to ask how they used social media to inform their teaching. By journaling, he found a better understanding of how social media works. He developed an understanding of what type of content his followers most responded to. His teaching philosophy and curriculum was shaped by the feedback, validation and encouragement from art educators, coworkers and his local community. Through the survey, he found that other art educators do use social media as a tool for their classroom. The majority of art educators use social media applications to find ideas and inspiration. However, few use social media as a tool to share their own curriculum.

KEYWORDS: Art Education, Elementary Art, Facebook, Social Media

SOCIAL MEDIA AS A TOOL TO SHARE
ART CURRICULUM

JORDAN JAMES DEWILDE

A Thesis Submitted in Partial
Fulfillment of the Requirements
for the Degree of

MASTER OF SCIENCE

School of Art

ILLINOIS STATE UNIVERSITY

2016

© 2016 Jordan James DeWilde

SOCIAL MEDIA AS A TOOL TO SHARE
ART CURRICULUM

JORDAN JAMES DEWILDE

COMMITTEE MEMBERS:

Judith Briggs, Chair

Edward Stewart

ACKNOWLEDGMENTS

This thesis is dedicated to my mother; without whom I would not be the educator or the man I am today. She taught me a lot about myself and the world, and I still find myself learning from her example today.

I would also like to thank my family and friends for believing in me, even when I did not believe in myself. Their encouragement has made all of my dreams possible.

J. J. D.

CONTENTS

	Page
ACKNOWLEDGMENTS	i
CONTENTS	ii
TABLES	iv
CHAPTER	
I. INTRODUCTION	1
Purpose of the Study	2
Need for the Study	2
Research Question	4
Definition of Terms	4
II. REVIEW OF LITERATURE	6
Advocacy and Engaging the Community	8
Engaging Students	9
Student Blogging	12
Twitter Pedagogy	13
III. METHODOLOGY	17
Participants	20
Demographic Information	21
Limitations	21
Summary	21
IV. ANALYSIS	23
Reflective Journal	23
Reflective Journal Summary	73
Survey Questionnaire Summary	75

V. DISCUSSION AND RECOMMENDATIONS	77
Teaching Tool	77
Advocacy	79
Building an Online Community	80
Facebook Etiquette	81
Leadership	83
Student Engagement	86
Survey Questionnaire Results	86
Recommendations	94
REFERENCES	96
APPENDIX A: Survey Questionnaire Invitation	102
APPENDIX B: Informed Consent	103
APPENDIX C: Art Educator Feedback Example	104
APPENDIX D: Advocating for Multiculturalism Example	105
APPENDIX E: Facebook Post Example	106
APPENDIX F: Facebook Page Growth	107

TABLES

Table	Page
1. Responses of People Visiting the Survey Site	87
2. Responses to Question 2 on the Survey	87
3. Responses to Question 3 on the Survey	88
4. Responses to Question 4 on the Survey	91
5. Responses to Question 5 on the Survey	92
6. Responses to Question 6 on the Survey	93

CHAPTER I

INTRODUCTION

The Internet has become a forum for ever-changing information and collaboration amongst users from a variety of fields around the world. The various platforms of social media provide a forum for discussion, collaboration, and sharing different forms of content. Users are able to post content from computers, laptops, tablets, and cellular phones from anywhere in the world. With so much information available from a variety of sources, social media offers many potential benefits to educators and their students (Lederer, 2012). Social media has made the delivery of messages much timelier and easier and has created an online space for feedback and online community support (Stansbury, 2011). This provides art educators an opportunity for virtual conversations.

Art educators utilize social media in a variety of ways (Buffington, 2008). Melanie L. Buffington (2008) used blogging as a way to maintain electronic portfolios for her students. She also asked students to create MySpace pages for different artists based on their research. According to Ferriter (2010), an art teacher, Rebecca Belleville, instructed students to research artists online as well, and then blog about the artists they found appealing. Ferriter also reported on Shelly Blake-Plock's use of Twitter for research, vocabulary and discussion. Different platforms are designed for specific purposes. Educators and agencies both use a variety of tactics to communicate with their followers.

Purpose of the Study

Social Media within education has increasingly become a way in which art educators can share lesson ideas. University professors and their students can discuss images or topics, students can share information and opinions, and classroom teachers can share their students' work with the wider community.

In the past, with the District's and the principal's prior approval, the researcher has shared his students' activities in the art room on the district's Facebook page and on his curriculum blog, causing the researcher to revise some classroom practices. The general public responded positively to these social media posts, causing the researcher to wonder if the social media readers were using the materials within the post to inform their own teaching or art practice with children. The purpose of this study will be to find out how creating a curriculum Facebook page and personal art education blog impacts an art teacher's pedagogy and how people employ social media to inform their teaching.

Need for the Study

Advocating for art education programs has evolved over the past several decades. Educators, administrators, parents, and community members have all played a role in advocating for art education. Learning about art content is a very important component of art education (Amatucci, 2014). Without quality content, no amount of advocacy will justify the value of an art education program. Art organizations began utilizing the Internet in the last few years to provide information about advocacy on their websites (Bobick & DiCindio, 2012). As social media has grown, many organizations have created accounts on Facebook, Twitter, and Instagram to support arts advocacy. K-12 art educators, as individuals, advocate differently than organizations. Art educators are often

concerned with proving to school boards and administrators the worth of their program. This type of advocacy can help persuade decisions on budget, field trips, and activities (Freedman, 2011).

In addition to advocating to school boards and administrators, K-12 art educators also use social media to advocate to members of the community. This may help educators open communication with families who may not be familiar with the visual arts. Social media can help promote curriculum, activities, and events much faster and easier than a paper newsletter. The information may begin with the educator, but move beyond their network through others in the community sharing and commenting online. Bobick and Dicindo (2012) argue that, “We cannot sit on the sidelines and expect others to advocate for us” (p. 20). They explained that educators, administrators, parents, and community members must work together to successfully advocate for art education and that a unified, collective voice can help others understand the great value of art education.

State and local education agencies are utilizing social media as a tool to inform and engage their key audience. By taking control of the message, agencies can communicate directly with parents, students, and school district leaders. A 2014 survey by the Reform Support Network (2014) states, “More than 95% of state and district education agencies use or plan on using Twitter or Facebook” (p.1).

According to Morgan (2015), college, university, high school, and even middle school educators have looked for ways to engage students on social media. By creating content relevant to student interests, they hope to achieve a more meaningful learning experience. The use of social media has the potential for students to connect with course content outside of the classroom and engage in discussions with their peers.

As new social media for art education arise, it is important to note their intended purposes, their ultimate outcomes, and the way that they are changing art educators' approaches to their subject matter and pedagogy. There is an increase in the reports of art educators' use of social media to enhance classroom practice and communicate message messages about their programs, but they are in no way exhaustive (Reform Support Network, 2014). This study intends to help fill the gap in the literature by focusing on the social media practices of one elementary educator in one elementary school in Northern Illinois and his intentions to advocate, communicate, and inform.

Research Question

The main research question for this study asks: How does creating a curriculum Facebook page impact an art teacher's pedagogy? The second research question asks: How do people employ social media to inform their teaching?

Definition of Terms

Blog – A blog is a website with regular updates about a particular topic, usually written informally or conversationally.

#Edchat – a hashtag, #Edchat, is a weekly Twitter discussion of educators and institutions from around the world

Facebook – a social networking website that allows users to create profiles and connect with others from around the world. Users can upload photos, videos and post status messages to share digitally.

Instagram – an online photo sharing mobile application. Users can share photos from their mobile phones.

iPad – a touch-screen tablet computer made by Apple.

Twitter – a social networking website that allows users to connect by sharing short status posts, limited to 140 characters, called tweets.

Social Media – websites and applications where users can upload, view and share content.

CHAPTER II

REVIEW OF LITERATURE

By utilizing social media, art educators can be the face of their department and personal curriculum. Educators can involve families and community members with learning experiences from the classroom (Fleming, 2012). Social media allows them to communicate more directly than the traditional monthly or quarterly newsletter. Applications like Facebook, Twitter, blogs and Instagram provide an opportunity to connect instantaneously. Projects can be shared in-progress. Video clips of artist biographies, museum articles, and image galleries can be posted, giving families further insight to what their child is learning. Social media is an additional outlet for educators to offer a continuous stream of content supporting his or her curriculum. Cassie Stephens (2016) an elementary art teacher from Tennessee, is an example of a teacher who uses Facebook, Instagram and a blog to share art projects and lessons (Stephens, 2016).

Another example of this trend in social media communication, the Rhode Island Department of Education (RIDE), decided to utilize the voice of a representative individual, rather than a faceless institution to personalize its outreach. According to the Reform Support Network (2014), “People don’t follow institutions, they follow people” (p. 1). RIDE Commissioner Deborah Gist is their primary social media representative. As of March 2013, she had a following of 9,056 Twitter users. Gist engages her audience by posting multiple times a day about education issues from her smartphone and laptop. Gist

posted tweets for an Ed Chat, during which she answered questions about education communications and policy (p. 2). She responds to feedback personally, and she tries to make interesting posts with edge and wit.

Similar to a traditional school newsletter, educators use blogs to summarize completed or upcoming projects with text and images to inform parents. Superintendent Devin Vodicka used his Twitter account to share his experience visiting every classroom in his district (Fleming, 2012). Educators can use Facebook to share special events, photos of projects, examples of students writing, and more (Baskwill, 2013). Unlike the traditional school newsletter, messages on social media can reach farther and continue to be accessible long after it is first written. Blogs can also provide a comments section, encouraging viewers to leave feedback (Teach.com, 2015).

Patrick Larkin (2015) created blog posts as Assistant Superintendent of Learning for Burlington Public Schools. Most of his posts focused on informing the community about news and events happening at the schools, but some asked for feedback on current topics like iPad initiatives and master schedule changes. To encourage even more participation, he used the phone messaging system to direct parents to the blog posts on such topics. Larkin adds, “School administrators who are strong communicators tend to earn the trust of their communities” (p. 67).

Facebook allows posts to be scheduled on pages in advance, providing educators the opportunity to consistently schedule content weekly, daily, or at specific times throughout the day. By using social media, educators are able to deliver the message firsthand. They no longer need to worry about the message being taken out of context, through word of mouth from other parents or secondhand through their children.

Educators may seem more accessible and transparent through their visibility on social media platforms. Bobick and DiCindio (2012) argue that communication is key to building support and collecting feedback. Social media can be a great tool for effective communication and art advocacy

Advocacy and Engaging the Community

To truly engage users online, art educators need to post content that others will find interesting and compelling. If the content resonates with users, they will like, comment, and share with their own network of followers. Many education agencies have begun hosting education discussions of a specific topic on Twitter at a designated time (Bearden, 2013). The hashtag, #k12artchat, has become a popular weekly online discussion among art educators. Users follow along, send questions, and participate in the discussion in real time. These are typically called “#Edchats.” In addition to education agencies, art educators also host their own #Edchats by notifying their followers and using a common hashtag. For example, #k12artchat may be used by a group of educators on Twitter discussing professional development. The National Art Education Association (NAEA) has developed webinars for educators on various topics, such as the introduction to new education standards, creation of assessments, and demonstrating student growth (NAEA, 2016).

Creative tactics, like a weekly feature, also engage users. The Minnesota Department of Education (MDE) created a stuffed frog mascot named, “Read-It,” to promote their literacy program on social media. Read-It was photographed throughout the state at various reading events and humorous settings. MDE Director of Communications, Josh Collins (as cited in Reform Support Network, 2014) said, “Social

media can be used to push news out, but we also need to create a way that people are getting something that they can't get anywhere else" (p. 4).

Engaging Students

Educator-produced blogs have a wide variety of functions, but three main purposes are to inform, invite discussion, and provide access to resources (Waters, 2016). If educators want their students to be reflective, they too need to take time to reflect on their experiences. Reflection is the final step of applying metacognitive skills to learning, which starts with assessing the task at hand, evaluating strengths and weaknesses of available skills, planning an approach, applying strategies to enact the plan, monitoring progress, and reflecting on the outcome to decide upon adjustments (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). Art educators often ask students to reflect on different artworks. They teach students how to critique an artwork by describing, analyzing, interpreting, and evaluating the piece (Feldman, 1985). By blogging, educators have an opportunity to model that process by critiquing artwork, articles, museum visits and lesson plans and reflecting on their students' outcome. Art educator, Heidi O'Hanley created a blog titled, Tales from the Traveling Art Teacher. Her posts include information about lesson plans, resources and classroom management. She posted advice on how art educators could setup their schoolwide art show, providing tips and photos of her own school show (O'Hanley, 2016).

According to O'Keefe and Clarke-Pearson (2011), over the past decade, social media has become increasingly popular. Although Facebook began as a college network website, the platform has expanded to include a wide range of age groups. With the increasing popularity, comes a generation born wired into social media. From the time a

child is born, their family shares his or her picture all over the Internet. Facebook, Twitter, and Instagram all have a minimum age limit of 13, but younger users still experience social media through their family members. O’Keefe and Clarke-Pearson state, “Using social media Web sites is among the most common activity of today's children and adolescents” (p. 800).

Gerlich, Browning, and Westermann (2010) found that social media provides an “opportunity for educators to speak to students in a way they are likely to be reached” (p. 7). Just as many educators pay attention to trends and interests in youth culture to connect with students, educators have begun to take notice of social media as a tool to enhance learning. Posting is not necessarily an educator-exclusive task. Many students participate in discussion and reflection through their own posts on blogs, Facebook and Twitter. Today’s millennial students are extremely technology-savvy, having grown up using Internet search engines to answer any question, connecting with strangers around the world, and immersed themselves in multimedia. By integrating course content into this generation’s chosen source of communication, educators may more effectively reach their students (Baird & Mercedes, 2005).

According to Abe and Jordan (2013), Howard Rheingold is an advocate for use of social media in higher education. Rheingold states that students already know how to use social media to communicate with friends and family. However, if educators are to begin integrating social media with course content, they will need to teach students how to use social media “critically and intentionally to optimize learning outcomes” (p. 18).

According to Stevens (2013), an educator can teach students how to use social media effectively for learning by simply modeling its use. Educators may show their own

professional accounts to students, pointing out the institutions and individuals they follow for educational information and resources. Assignments can be constructed around the use of social media as well. Discussion prompts can be posted on a blog, Facebook or Twitter, while students are instructed to comment and respond back and forth with peers. This can provide a less intimidating discussion activity for students who may be shy or fear speaking up in class. By meeting students in their own territory, educators may more effectively engage students. Social media is a tool many students already feel comfortable with. Educators may seem more approachable and build stronger connections with students by using social media platforms such as Facebook, Twitter, or Instagram. Students can learn more from their educator's social media profile than they might in a traditional classroom experience (Halstrom, 2014).

According to Devaney (2015), many educators have legitimate concerns about the use of social media in schools. They fear that personal and professional roles may become blended and inappropriate. They worry that they risk disclosing too much personal information. All of these concerns can be addressed by how the educator chooses to utilize social media (Devaney, 2015). Professional accounts can be created, separate from personal ones. The educator controls and filters what is shared with students. When considering these concerns, it is important to factor in the benefits of using social media with students. Educators wish to reach as many of their students as possible in a variety of ways to help them succeed. Social media has become a tool that may enhance course content and further engage students outside of the classroom.

Student Blogging

Dr. Hani Morgan (2015) explained that by creating a class blog, educators are able to help students improve in collaboration, learning, and motivation. Morgan wished to provide educators with ideas, strategies, and guidelines for starting a classroom blog. He believed that blogging helps students collaborate and improve academically. The blogging process of creating, editing and responding provides an opportunity for students to form new ideas by interacting with their peers online. This may also help prepare students to communicate better as adults and be an active participant in society. Blog users can express themselves with text, images, videos, sounds, or links, creating a wide variety of ways for all students to communicate.

Keifer-Boyd and Maitland-Gholson (2007) believe that blogging also allows students to communicate beyond the limits of their classroom, city, state or country. By interacting with people from other countries, students are able to learn from a culture other than their own. Art educators often teach art from areas all around the world. By communicating through an online blog, students can benefit from the perspective of people presently living and experiencing art in that area. Keifer-Boyd and Maitland-Gholson state that blogs used for class discussion encourages student-directed research and diverse and shared viewpoints.

Students can also write blogs. They can also create and post their own content, rather than just respond to posts by their teacher or others. When students create their own blog posts, they may make improvements to their writing. Morgan (2015) states, “Writing on a blog tends to encourage students to write more precisely because they communicate with an outside audience and not just their teacher” (p. 28). Using

technology to complete an assignment can also elevate student enthusiasm. Blogging assignments are a fresh alternative to traditional schoolwork, and utilize the Internet, a tool many students already know how to use and enjoy. Australia year 9 students created a blog, titled “City of Plenty” to document how they helped with an art installation at the Penrith Gallery in New South Wales (City of Plenty, 2015). Students were able to use social media as a tool to document and share their involvement with the project.

Twitter Pedagogy

Twitter is a unique social media platform with a limit of 140 characters. Links, images and videos can also be distributed, but the majority of posts are short messages of text. At first glance, Twitter may seem an unlikely pedagogical tool. Some users post mundane acts of everyday life, humorous jokes, or comments on popular culture. Educators have the opportunity to navigate students through an online world of intellectual conversation about a variety of topics in real time Mr. Fillmore, a high school civics teacher, utilized Twitter to encourage students to monitor the 2012 presidential election. Students live-tweeted during the debates and tweeted about other events throughout the semester (Journell, Ayers, & Beeson, 2014).

Almost every major public figure and institution actively uses Twitter to share information (Rosenstiel & Mitchell, 2011). Educators can introduce their students to specific accounts to follow for a given topic. Educators may initiate student learning and discussion in the classroom, but one of the benefits to encouraging social media use with students is they are continually logged on to their accounts outside of school. Many students take social media with them wherever they go on their cellular phones and tablets. According to the Pew Research Center, 24% of teens go online almost constantly,

while 92% of teens report going online daily (Lenhart, 2015). Learning may continue by information from content-relevant sources and discussion with peers and users around the world.

The hashtag (#) was once a tool exclusive to Twitter, but has now been adopted by other social media applications. By using a hashtag on a specific issue, users may view posts by others using that same hashtag. For example an art educator at John Doe High school may ask students to respond to the local art museum's post about Picasso with the hashtag, #PicassoJDH. The common hashtag will connect students with all posts by their peers. An educator may also ask for students to utilize global hashtags to connect with users beyond the classroom as well.

Although these comments could also be made in person during class, Twitter provides a forum that can be accessed at any time. According to a study by Journell, Ayers, and Beeson (2014), a student may not immediately have an opinion to contribute during class, but be struck with something to say later in the day, while at home. With topics of current events, Twitter provides real-time updates from users around the world. Educators of social studies may have students follow politicians during a campaign. Students can participate in discussing issues live during a televised debate, as in Mr. Fillmore's high school civics course.

Twitter also provides educators an opportunity to present issues and topics from a variety of perspectives. Art educators teach about people and cultures from around the world, but present that information from their own perspective. By using Twitter, the educator can present students with different perspectives of the same information,

perspectives of greater authenticity and relevance. Twitter has the potential to expose students to a wide variety of thoughts and beliefs.

Of course not all uses of Twitter are educationally beneficial. According to Weir (2008), students may use the application for commenting on topics unrelated to the curriculum. The conversations among students may not always be productive or appropriate. This becomes increasingly troublesome should educators lead students in a discussion about a polarizing or controversial topic. Feelings can be hurt, and students could be offended by words from their classmates. The educator is responsible for setting rules and boundaries to utilize Twitter the same way they would facilitate a classroom discussion. Forward-thinking educators may also teach Internet etiquette, as today's students will be using online communication to apply for college, jobs, and communicate with coworkers.

According to Journell, Ayers & Walker (2014), when educators introduce students to a wide variety of beliefs from around the world, they lose the ability to edit what their students read and respond to. While Twitter is available to users over the age of 13, many tweets would not be suitable for students even at 18. Educators who wish to use Twitter in the classroom should have frank discussions with students about what is appropriate content and what is not.

Educators should make sure to check with school administration before allowing students to access social media during class. Some districts have restrictions on what can be viewed on the school computers. However, some argue that schools should be more liberal in their allowing students access to the digital world. According to Journell, Ayers

& Walker (2014), “Social media is the new face of global communication, and, instead of blocking it, schools should be embracing it” (p. 67).

CHAPTER III

METHODOLOGY

This two-month mixed method narrative study consisted of the researcher's reflections on the process of sharing his elementary art lesson plans and resulting student work with the art education community, his students, their families, and the broader community through a classroom curriculum Facebook page and personal art education blog. These reflections described the posts, the posts' rationale, the general audiences' response, and the researchers' response to the audience's comments for a period of two months. A narrative study uses texts, like journal reflections, to analyze and better understand the life and actions of people (Miraglia & Smilan, 2014). The researcher's journal encompasses all of his experiences as an art educator using social media as a tool to share his own art curriculum. The researcher used Facebook Page's Insights tab to keep track of the reach of his posts, as well as his followers' reactions, comments and shares of posts. The researcher analyzed his journal with an investigative focus and noted reoccurring themes (Creswell, 1994). The researcher received Institutional Review Board permission to distribute an online survey to art educators from around the world. These participants share a common interest in art education and use of social media. The researcher identified trends and patterns by analyzing the results of the survey.

At the same time the researcher used the curriculum Facebook page and blog to ask his readers to agree to informed consent (Appendix B) and to respond to a short Select

Survey questionnaire (Appendix A) asking if and how they use social media to inform their teaching. Questions included:

1. How often do you log on to Facebook?

- A. Once a week
- B. Twice a week
- C. Three to five times a week
- D. Once daily
- E. Twice daily
- F. Three to five times a day
- G. More than five times a day

1. How do you use social media? (Check all that apply)

- A. Researching lesson plan ideas
- B. Sharing lesson plan ideas
- C. Networking with art educators
- D. Reading blogs on educational topics
- E. Writing blogs on educational topics
- F. I do not use social media for educational purposes
- G. Other, please specify

2. Which social media application do you use most for educational purposes?

- A. Facebook
- B. Twitter
- C. Instagram
- D. Pinterest

- E. Other, please specify
3. How do you contribute to sharing educational information online?
- A. Facebook Posts
 - B. Twitter Tweets
 - C. Blog Posts
 - D. Pinterest Boards
 - E. Instagram Posts
 - F. I do not contribute to sharing educational information online
 - G. Other, please specify
4. How do you primarily interact with my social media posts?
- A. I look at your posts to see what students are capable of at different age levels
 - B. I look at your posts for lesson plan ideas
 - C. I look at your posts for curriculum resources
 - D. I look at your posts for other reasons (please specify)

It was understood that not all survey respondents would be certified art educators.

The researcher administered the survey via a link to Select Survey on the curriculum Facebook page and blog page. The introductory statement on the curriculum Facebook page and the blog page outlined the purpose of the study, the risks and the benefits, and the age requirement of the study and add a link to the Select Survey questionnaire. The participants were assured that their identities would remain confidential and that they could decline to answer questions and withdraw from the study at any time. The first page of the Select Survey contained an informed consent form (Appendix B), as the study was only conducted with adults. The researcher quantitatively assessed survey results.

The researcher made a comparison between survey results and responses to the Facebook and the blog posts to discern whether social media readers used the class posts and blogs to inform their teaching. The researcher analyzed qualitative survey question responses for reoccurring themes (Creswell, 1994).

Parents received a handout, informing them of the Facebook and blog posts. The handout was both in digital and hardcopy. Emails provided to the parents were used for classroom correspondence. At the beginning of the year, the school provided a list of students whose parents have not given them permission to be photographed or to have their work photographed for publication purposes. For this reason the handout would not need to inform the parents of the study, as the parents had already completed a school and district media permission form.

Participants

The participants of this study were the online followers of the “Mr. DeWilde Art Facebook page.” These followers were primarily art educators from the United States of America. As the researcher I was 28 year-old man, in my fourth year of teaching elementary art. I began teaching at my present school in 2012. I teach grades three, four, five and six. I have previously taught kindergarten and first grades as well. I attended undergraduate school at a university in Western Illinois where I received a bachelor’s degree in broadcasting with a double major in art studio. I then went to graduate school at a university in central Illinois to earn my teaching certificate and work on a master’s degree in art education. While at earning my teaching certification, I taught an arts experience at an after school program to a mixed age group of students at the Boys and Girls Club. The Illinois State Board of Education gave my elementary school’s art

department the Award of Excellence in 2013. I have been chronicling my teaching experiences on social media since graduate school and participate regularly in conversations with art educators across the country to share ideas about art curriculum.

Demographic Information

The elementary school I work in is located in a rural area of northern Illinois with 796 total enrollments. The school serves fifty-two percent of students from low-income families. The student population is eighty-five percent Caucasian, ten percent Hispanic, with 2.4% indicating they are multiracial, and 1.1% Asian. Only .8% of students in the school are African American. The community is within 50 miles of a larger urban area (ISBE, 2016).

Limitations

The survey subjects may identify themselves and be concerned that their response would be a risk to their employment. There may be only a limited number of participants who respond to the online survey. The research may need to be conducted for a longer period of time than two months to in order to receive viable results.

Summary

I reflected on my journal entries to analyze how I personally used social media and respondent's comments on my social media posts to inform my teaching. I analyzed the collection of survey data to look for themes and trends among the participants' answers and correlated the survey responses to the findings from my own reflections.

According to the current literature, social media allows for students to make deeper connections to course content through discussions with classmates, educational institutions and other social media users from around the world. The seemingly endless

amount of perspectives available online gives students a great opportunity to learn and grow. As a generation of technologically savvy individuals, students are enthusiastic for an alternative to the traditional assignment. By facilitating assignments on social media, educators are actively preparing students for communication in a global society.

By implementing social media, educators have the opportunity to communicate and engage more effectively with their students, community and peers (Amatucci, 2014).

Social media may be used as a tool for educators to advocate their program and accurately inform others of their teaching practice. Educators are able to connect with other education professionals in their specific field from around the world and share ideas and receive feedback. Through use of the various social media platforms, educators may be able to reflect on their own practice and continually improve teaching methods. In this narrative mixed method research study I hoped to chronicle how my social media posts and their public responses affected the decisions that I made as an art educator and art advocate. Through analysis of survey data, I hoped to discern how educators use social media to inform their teaching.

CHAPTER IV

ANALYSIS

The purpose of this study was to find out how social media may be used as a tool for art educators. How does creating a curriculum Facebook page impact an art teacher's pedagogy? How do people employ social media to inform their teaching?

I created a curriculum Facebook page during the 2015-2016 school year. For two months, I kept a daily journal detailing my experience using social media to advocate, inform and share art curriculum to find how social media impacted my teaching pedagogy. I distributed an online survey to my Facebook followers to find how people employ social media to inform their teaching. The survey asked questions about their own professional practice using social media. 207 art educators responded to the online survey that generated 136 participants.

Reflective Journal

Mr. DeWilde Art is the title of my professional Facebook page where I share photos, links, videos and information about my curriculum. I teach elementary school students, grades 3-6, in an elementary school in northwestern Illinois. When I began the study I had a network of 925 Facebook users who have liked my page. When I ended the two-month study, I had 1,021 Facebook users who followed my page. This network is primarily made up of art educators, as well as the parents of my students and local

community members. When I receive a notification of new followers, I can identify where they are from, as well as their occupation if they have it listed. These two details help me identify users from my school community, or art educators from around the world. For two months, (January and February, 2016), I documented and explained the purpose and response for each social media post and reflected on how the post responses affected the decisions that I had made in my art classroom. The following posts comprise the qualitative data that I used for this mixed method narrative research study.

January 1, 2015

To begin my study, I posted a survey for art educators to share their own experience using social media as a tool to share art curriculum. The post read, “Please take a few minutes to complete the following survey. I am currently working on my master’s thesis: *Social Media as a Tool to Share Art Curriculum*. I am conducting research that asks, how do people employ social media to inform their teaching? I would greatly appreciate your participation!” I shared the post to my Facebook page, and to *Art Teachers*, a group of over 8,000 art educators around the world. I also shared the survey on a Facebook group titled, Illinois State University Art Education Alumni, to a group of 113 members. My post reached 1,838 people. Six art educators from various areas across the country commented on the original post that they had taken the survey. An additional seven liked or commented similarly on the shared post to *Art Teachers*. I hoped that this post would attract art educators from across the country and around the world, and cause them to reflect on their own social media usage. I had found social media to be a useful tool in my own teaching, and wondered if whether others might feel the same or how their experiences might differ.

January 2, 2015

To begin the new year, I posted a photo collage of the nine most-liked photos from my Instagram account. I used this as an opportunity to reflect back on what posts received the most attention in 2015, as well as promote my Instagram account to my Facebook network. I captioned the collage, “2015 was a great year in the classroom, I’m looking forward to seeing what my students create in 2016!” The collage featured a few photos of my fifth grade students’ recent self-portrait projects, a photo of my fourth grade students’ Chinese New Year lanterns, a photo of myself wearing a Jean Michel Basquiat sweatshirt, and my third grade students’ Van Gogh mural. I posted the collage to reflect on the previous year. By sharing posts on Facebook, I was able to keep track of projects and activities I did in the past. I often pull up photos of projects from previous years once students begin working to give them some suggestions of how to start and what issues previous students may have experienced. The collage also provided an opportunity for my Facebook followers to see they could also follow me on Instagram. I have noticed younger parents and some students are more active on Instagram than Facebook. The post reached 292 people and received five total likes. The likes came from art educators, a paraprofessional at my elementary school, and a personal friend.

January 3, 2015

On Sunday, January 3, I scheduled a photo to be posted at 12:00 PM, and another at 6:00 PM. Facebook pages allow the administrator the ability to schedule posts in advance. The scheduling feature can be a great benefit to spread out content over time, or to reach users at peak times. In my experience with social media, most activity occurs

around 12:00 PM, as users take a break for lunch, and at 6:00 PM, as users return home from work and log on to social media.

My first post was a photo of a new keychain I received for Christmas. The keychain is a Lego figure dressed as popular television art personality, Bob Ross. I captioned the photo, “New Year, new keychain!” The post received 45 likes and three comments. I also shared the post to the *Art Teachers* Facebook group and invited users to like my page. The post received 39 likes and four comments. The comments expressed love for the keychain and asked where I purchased it. The post reached 1,187 people total. I also gained seven new likes to the *Mr. DeWilde Art* page, bringing my total to an online network of 932 users. I posted the photo as a small way to show my passion for teaching art with peers, students’ parents, and community members. I think most artists and art educators have some sort of connection to Bob Ross and Lego, and that may be why this post attracted so much attention. I remember seeing his show when I was younger, and, of course, played with Legos a great deal throughout my childhood. Years ago, my hair was not much different than Ross so this keychain seemed like the perfect fit.

My evening post was a photo of artist, Jean Michelle-Basquiat with a statement he was quoted as saying, “I don’t think about art when I’m working. I try to think about life (Emmerling, 2003, p. 75).” The post reached 183 people and received three likes. I chose this post of the quotation, for my admiration for the artist and to highlight an Caribbean American artist. Quotes and memes are often used on social media to inspire and motivate users. As an educational page, I think using artist quotes is a great way to tailor

social media to my followers' interests. I found a series of similar photos with quotes from different artists and scheduled each one to be posted over the next five days.

January 4, 2015

Monday was my first day back to work after winter break. I scheduled a photo to be posted at 12:00 PM. The photo featured two Ancient Egyptian portraits facing each other with an overlay of words reading, "The first high five ever recorded." I found the photo in the Illinois Art Education Association newsletter. I thought it was a perfect photo to post as my sixth grade students begin their unit on Egyptian art. My caption read, "Sixth grade students will create a portrait using Egyptian frontalism." The post reached 223 people and received five likes. When the elementary school hired me in 2012, they were impressed by my passion for multiculturalism. I was instructed to write a new curriculum for grades 4-6. I chose to organize my units by region and time period. After learning more about the school community, I discovered ancient civilizations were taught in sixth grade social studies, so I aligned my art curriculum accordingly. Ancient Egypt has always been a personal interest of mine, and now I share it with my students.

Later in the day, I shared a photo of my classroom marker board after demonstrating to a sixth grade class how to draw a human figure in proportion. On the marker board I had drawn two Egyptian figures, using the frontal style, with guidelines to show how proportion could be measured. I captioned the photo, "Sixth grade students are practicing how to draw the human form in proportion using Egyptian frontalism!" The post reached 612 people and received five likes. My school district also shared the post on their Facebook page. The shared post on the school district page received three likes. I always appreciate any feedback on my page. When I see that my school district has

shared a post on their page, I certainly feel valued. When a parent likes or comments on a post, I feel like that student's parent has added insight into what I am teaching their child. I love receiving feedback from other art educators because they share my interests and passion. Many of the art educators that follow my page are more experienced than I and may have taught similar lessons in the past. I greatly appreciate reading what they have to say and feel validated by their likes and comments.

After school I posted a collage of two photos of my fourth grade students' Chinese New Year dragon projects. The projects are in-progress, so I cropped the photos to show only the eyes of the dragons, which we had just completed that afternoon. I captioned the photo, "Each fourth grade student is applying a color scheme to create a Chinese New Year Dragon. Look out for their creations later this month!"

I also shared a YouTube video clip that I showed each of my fifth grade classes. Fifth grade students are currently learning about the arts of the Harlem Renaissance. Today we watched a Good Morning America interview with Lois Mailou Jones. I use YouTube as an extra resource in my classroom. I often tell the students that I can lecture to them about the biography of an artist or the meaning of an artwork, but I would rather them hear and see the artist speak for themselves. I am teaching a generation of students who are constantly responding to visual images and videos online. I think YouTube can be an additional resource to lecture, text and demonstration. I captioned the post, "Fifth grade students were introduced to artist, Lois Mailou Jones, as we continue to study arts of the Harlem Renaissance." The post reached 176 people and received one like. The elementary school is in a rural area with a mostly white student population. I chose to teach a large unit on arts of the Harlem Renaissance because I noticed a lack of diversity

in the students' curriculum. Apart from Martin Luther King Jr., Harriet Tubman and rushed biographies read during Black History Month, I failed to see an inclusive curriculum. As educators, our job is to prepare students to be productive citizens in a global community. I believe that an inclusive curriculum with positive representations of all people is imperative for every child's future.

Monday evening, my scheduled 6:00 PM post featured another artist quote and photo. This post was of Henri Matisse with his quote, "Creativity takes courage." The post reached 148 people and received two likes. Matisse is taught to kindergarten classes each year in art. Although I do not currently teach kindergarten, I have in the past and want to continue to support the curriculum of my colleague. The quote itself is so simple, but so profound, and it's true. In my opinion, students are too often asked to conform rather than be creative. Matisse is absolutely right when he said, "Creativity takes courage (Brown, 1998, p 62)."

January 5, 2015

On Tuesday I continued to introduce my fifth grade students to Harlem Renaissance artist, Lois Mailou Jones. I began with a review of how to interpret an artwork. Each class had a different painting by Jones to interpret. I ask students to answer the question, "What do I think it means?" I am not interested in a historically correct response when I ask them to interpret an artwork. I truly wish to only hear what they think it might mean. I often have the students write their interpretations down, and then we share aloud as a class. Students can hear how others had similar interpretations, but also how others arrived at completely different interpretations. Throughout the day, I posted a different student interpretation for each painting on my Facebook page.

The first post featured an image of Jones' *The Ascent of Ethiopia* (1932) and the caption read, "Fifth grade students are interpreting the work of Harlem Renaissance artist, Lois Mailou Jones." The caption was followed by a student's interpretation of the work. "The artwork, I believe that the different cultures come together because there are the Egyptian, the people from the big city, music, drama, art and much, much more, and different people coming together as one big community." – fifth grade student." The post reached 239 people and received five likes. This was an outstanding interpretation. My students have been working on the steps of critiquing an artwork since the beginning of the school year, so they have had practice interpreting other artworks. When I first started teaching this concept, I would receive more simplistic answers, "I don't know," "it's a person," etc. I encouraged students to go beyond a description and try to think about what message the artist is trying to convey.

At noon, I posted a photo of the resources I planned to use for the Harlem Renaissance unit. I put the books on a table in front of a student mural of Jacob Lawrence's *The Library*. The caption read, "I'm excited to share new books about Jacob Lawrence and Romare Bearden with my fifth grade students as we continue to study arts of the Harlem Renaissance." The post reached 130 people and received zero likes. As I experiment more with social media, I realize that the time of day and the type of post have an impact on the reach and response from users. Most of my well-received posts were posted in the evening, after most people are home from work and are enjoying some downtime online.

I posted three more images of Lois Mailou Jones' artwork with interpretations from my fifth grade students. The images featured a portrait of a woman in profile with

an abstract reflection, an Egyptian pharaoh in front of a modern city in the background, and a street scene from Haiti with people carrying water, books and goods on top of their heads. The first student observed, "The two different faces make me think of the two major versions of herself." The second student wrote, "I think this artwork symbolizes that it has been a long time from the early ages to our time now. I also feel that it might be trying to explain acceptance and bravery of her culture." The third student explained, "I think that it is just an average day in a little village for the people carrying water. The other two people are royalty with good posture for the books. Over all, I think it's symbolizing that all types of people are equal, no matter what their color or job is." The album collection of these images received four likes, the individual images with interpretations received one, three, and four likes.

After school I posted two photos for an upcoming art club project. The first of an enlarged, line drawing of Lois Mailou Jones' *Street Vendors, Haiti*, printed over 25 sheets of white paper. The second photo was an image of the original painting. The caption read, "Fifth grade Art Club students will paint a mural to recreate a painting by Harlem Renaissance artist, Lois Mailou Jones. Each student will be responsible for recreating one piece of the painting and helping to reassemble the mural!" The post reached 438 people and received one like. My school district shared the post on their Facebook page, where it received two likes. The post was meant to inform parents of the opportunity for students, but also to share the idea with other art educators and potentially receive feedback from those who have done similar projects.

At 6:00pm, my scheduled quote by artist, Frida Kahlo was posted. The image read, “I paint flowers so they would not die. – Frida Kahlo.” The post reached 219 people and received six likes.

Later that evening, I posted an inquiry to art educators asking, “Have any of you attended an Art of Education (AOE) online conference? I'm thinking of registering for the upcoming winter conference.” The post reached 390 people and received one like, and six comments from art educators across the country providing their thoughts on the online conference. Comments received stated, “It's awesome! Hurry up so you can get the swag bag of free things. Also you get an after pass if you couldn't watch all the videos! Worth every penny!” “It's super nice to be at home and get some quality ideas. As with most conferences, there are some less beneficial topics. Give it a try though!” “The after pass is awesome! There is just So Much great information - totally worth it!” “I would love to do it but I'm taking grad class the next four weekends straight. If you get any good info on choice-based classrooms and assessment, please share it with me! That is what I'll be doing my research on for my final papers!” Ultimately, I chose to go to the Illinois Art Education Association (IAEA) conference instead, but it was nice to hear from other art educators about this online conference.

January 6, 2016

On Wednesday, I posted five new photos to the album, 6th Grade Egyptian Art Unit. The caption read, “Sixth grade students are applying proportion and frontalism to their Egyptian portrait paintings! With each unit, students are discovering how different cultures have created art to tell a story throughout history!” The post received one like.

Later that evening, I had an artist quote scheduled to post at 6:00pm. The quote read, “Great things are done by a series of small things brought together” (Van Gogh, 1883) The post reached 149 people and received two likes.

January 7, 2016

On Thursday, I posted a couple of photos of fourth grade students working on their projects. The caption read, “Fourth grade students are creating various projects to celebrate the Chinese New Year on February 8th! Students are currently applying symmetry and color schemes to a 3D dragon face! Previously, students created a paper lantern and an accordion dragon featuring their original story written on the body.” The post received 14 likes.

Later that afternoon, I posted an image of an artwork along with my fifth grade student’s evaluation. The artwork was a collage by Romare Bearden titled, *The Blues*. The caption read, “Fifth grade students are evaluating the work of Harlem Renaissance artist, Romare Bearden.” The student’s evaluation that was posted read, ”I like the artwork because it has lots of instruments and lots of designs, also how he cut out people to make a collage.” - fifth grade student.” The post reached 172 people and received five likes from art educators, a parent of one of my students, and a literature educator at my school. As more people in the community tuned into my social media page, I think they gained a better understanding of my teaching. Some of my colleagues have reached out to collaborate on similar themes for next school year as a result of seeing some of my posts on social media. Parents commented on posts they had seen and inquired about them at school events. One of the benefits to using social media in this way is providing everyone with information and controlling how that information is distributed.

At noon, I posted a single photo with the caption, “Fourth grade student Chinese New Year dragons are in progress!” The post reached 123 people and received one like from a parent of one of my students.

After school I posted seven photos to a new album, titled, *3rd Grade Seurat Projects*. The caption read, “Third grade students were introduced to artist, Georges Seurat. Seurat is famous for developing the pointillism style. Each student created a landscape watercolor painting and applied pointillism using markers!” The post received eight likes from art educators, parents, and classroom educators at my school. The post was shared by the school district’s Facebook page where it received an additional nine likes from parents and community members. As one of few teachers not originally from the area community, it is nice to see people positively respond to my curriculum.

At 6:00pm, my scheduled artist quote photograph was posted. The photograph of Pablo Picasso read, “Action is the foundational key to all success – Pablo Picasso.” The post reached 146 people and received one like from an art educator. I found a great amount of artist quotes but I only chose ones that spoke to me personally or my curriculum. Fifth grade students will study Picasso, so that is partially why I chose this quote. Personally, I find the quote to speak to my own teaching philosophy of taking the initiative to teach what I’m passionate about. It may be easier to teach from a scripted lesson book, but I have found success by taking action. I wrote my own curriculum, started an art club, collaborated with the local library to host a student exhibition, and utilized social media in ways my school district had not previously done.

At 7:00pm, I scheduled another photo of my fourth grade students’ projects. The caption read, “More Chinese New Year dragons (in progress) created by some talented

fourth grade students! Next week students will add the snout!” The post reached 209 people and received two likes from an art educator and a parent of one of my students. I think people respond well to in-progress photos because it gives them a behind-the-scenes look. The photos also gave art educators an opportunity to critique the lesson, and provide tips from their own experience. Parents like to not only see their child’s artwork, but to see their child working on the artwork.

January 8, 2016

On Friday morning, I posted another example of my fifth grade students’ evaluating activity. The photo was of Romare Bearden’s collage, *The Dove*. The caption read, “Fifth grade students are evaluating the work of Harlem Renaissance artist, Romare Bearden.” The example I posted read: “I do like the picture because I think it is very detailed and has color and isn't just black and white. It isn't just an ordinary painting. It is unique because some people have small bodies and big heads and some people are just normal. - fifth grade student.” The post reached 271 people and received three likes from a parent and a music educator from my school and an art educator. The like from the music educator was particularly appreciated as this lesson incorporated music from the Harlem Renaissance as well. I reached out to the music educator about some cross-curricular opportunities. She didn’t think it would fit with her current curriculum, but I am hopeful we can do something in the future.

After school, I added six new photos to the album, *3rd Grade Seurat Projects*. The album received an additional eight likes, from art educators, totaling 16 likes. One art educator commented, “Excellent results!” Comments like these from art educators are so encouraging (Appendix C). I definitely feel like I’m on the right track when I read

something positive from a colleague. Praise feels good, but I also appreciate criticism, tips, and stories shared about similar projects.

At 6:00pm, a scheduled artist quote photo was posted. The photograph read, “‘Art should be something that liberates your soul.’ – Keith Haring.” The post reached 239 people and received four likes from art educators. I used this quote because I love Haring’s work, and I shared that with my fifth grade students. The quote itself is pretty inspiring and something I wish for each of my students. Although they may be too young to grasp the meaning of these words, I hope that when they come to my classroom, art can be something that lightens their world, frees them from stress or anxiety, and is an escape from any issues they may have at school or at home.

I also scheduled another photo to be posted at 6:00pm. This photo was of an individual fourth grade student’s dragon project. The caption read, “This fourth grade student is doing a tremendous job creating a unique, monochromatic dragon to celebrate the Chinese New Year! Next week students will create a three-dimensional snout. I can’t wait to see what they come up with!” The post reached 229 people and received one like from an art educator.

Later that evening, I shared a photo from a Keith Haring Facebook page of an untitled artwork by Haring. The post reached 151 people and received no likes. The post may have needed more information to receive likes or comments. I shared it directly from the Haring Facebook page to link my followers to a page with several images and more information ([Facebook.com/keithharingArt](https://www.facebook.com/keithharingArt)).

January 11, 2016

On Monday, I posted five new photos to the album, *6th Grade Egyptian Art Unit*. The caption read, “Sixth grade students are applying proportion and frontalism to their Egyptian portrait paintings! With each unit, students are discovering how throughout history, different cultures have created art to tell a story!” The album received two likes one from an art educators and one from a parent.

After school, I added four new photos to the album, *4th Grade Art from China*. The caption read, “Fourth grade students are creating various projects to celebrate the Chinese New Year on February 8th! Students are currently applying symmetry and color schemes to a 3D dragon face! Previously, students created a paper lantern and an accordion dragon featuring their original story written on the body.” The album has received 10 likes since I first created it on November 12. The school district’s Facebook page shared my post and it received five likes from parents and community members on their page. As I continue making my presence known on social media, I am frequently featured on the school district’s Facebook page. Photos and information about my curriculum are posted on their page more than any other teacher. I appreciate that my district values what I am teaching and provides me with exposure, rather than catering to other academic subjects or sports alone.

I shared the album to the Facebook group, *Art Teachers*, with the caption, “My fourth grade students are getting excited to celebrate the Chinese New Year! What projects do you teach around this celebration?” The post received 24 likes from art educators. One art educator commented, “Love these dragon masks. What instructions did you give your students, other than asking them to follow a color scheme and paper

cutting using symmetry?” Another said, “Love the idea of teaching color scheme vs. color wheel.” The final comment read, “I have had 4th grade make hand puppets with three-piece, body/tails (attached with brass fasteners, so they reticulate). The students have fun making teeth and fire, as well as, whiskers, beards, spikes and ears.” These are my favorite type of comments to receive that truly inform my teaching. Social media provided me with a place to share my passion for teaching multicultural lessons with other teachers, and receive feedback. (Appendix D). Art educators sharing their own experiences as they relate to what I am currently teaching is greatly beneficial. When they ask questions it forces me to explain my thought process, purpose and strategies. When they explain their own take on the topic, it gives me ideas of how I might change my own lessons.

January 12, 2016

On Tuesday, I posted a photo of a newsletter I planned to send home with my fifth grade students. The caption read, “Fifth grade students are studying arts of the Harlem Renaissance! Students will take home a newsletter with information about the unit as well as an upcoming OES Art Club opportunity.” The post reached 232 people and received two likes from art educators. One art educator commented, “You go into great detail. Your kids must have a great time in art! The previous music teacher used to do a jazz unit with 4th grade and I liked to tie in Harlem Renaissance art while they created musical abstract paintings with lots of bright colors. It was a lot of fun. Sadly, the new music teacher doesn't seem interested in collaborating. I should still do it on my own.” I can relate to what this educator commented. I also reached out to the music educator in my school, but she was pretty set in her curriculum. I still believe it is

important to make those efforts, and to keep making them. Of course every educator's curriculum is important, but I believe collaborations can make curriculum stronger. I think this art educator who commented, needed an outlet to vent and ultimately she ended her comment saying she should still do it on her own. I hope she did. I hope my posts can inspire people like that.

At noon, I posted a black and white photograph of Harlem Renaissance artist, Lois Mailou Jones, with a corresponding quote about her. The caption read, "Fifth grade students are studying Lois Mailou Jones and other artists, musicians and poets of the Harlem Renaissance! 'Lois Mailou Jones had race and gender as imposed limitations. Add the choice of being an artist to these two and Lois was, in my opinion, on a trajectory for providing that as a woman she was equal to and as good as any male artist, black or white.' — Dr. Tritobia Hayes Benjamin." The post reached 342 people and received eight likes from art educators, artists and parents of my students. An art educator commented, "Love this photo! Never seen this photo of her. The kitten on her shoulder is priceless!" I posted this photo and quote because I felt moved too as soon as I read it. I came across Jones when I began developing my Harlem Renaissance unit. Just as I had created the unit to provide examples of the great contributions African American artists had made to society, I noticed my curriculum as a whole was missing much female representation. I soon found Jones and read her story and knew she was the perfect fit for what I was hoping to share with students. This quote speaks to her strength and drive, and is a lesson students of any color can be inspired by.

After school, I posted a photo of one of my third grade student's Georges Seurat-inspired landscapes, as well as her corresponding artist statement worksheet. The

worksheet asked students to give their artwork a title, identify the media used to create the artwork, describe the subject matter, select what elements of art were used and comment on what they felt they did best. The caption read, “I am so proud of how this third grade student filled out her artist statement! She wants everyone to notice ‘how the sky looks indigo’ We recently studied tertiary colors with our Seurat unit!” The post received three likes from art educators. One art educator commented, “I love this artist statement sheet. I can barely get 2 sentences out of middle schoolers...it drives me nuts. At least this will force them to use their art knowledge.” Another replied, “Nice handout and perfect for that age group!” An art educator and former classmate commented, “Send me this handout buddy!” One more art educator commented, “This is a great artist statement handout!” I appreciated these comments and was particularly encouraged by the educator who said she had struggled getting artist statements from her middle school students. I hope this worksheet helps their classes, and I feel confident continuing to use it in mine.

January 13, 2016

On Wednesday, I added 18 new photos to the album, *6th Grade Egyptian Art Unit*. The album received five likes. The school district’s Facebook page also shared the album where it received six additional likes. I like when the school district shares my posts on their page, particularly albums because it gives parents, families, community members a clearer picture of what I am teaching. The album often features photos of projects from beginning to end; activities and examples that help students reach a better understanding of the concept or topic.

At noon, I posted a new photo to the album, *Art Shirt Friday*. The caption read, “Usually I save shirts like these for *Art Shirt Friday*, but since I am teaching all sections of sixth grade today, I made an exception. It's the perfect shirt as students finish their Egyptian frontalism portraits.” The post reached 1,273 people and received eight likes from parents and classroom educators from my school as well as other art educators. One art educator commented, “How long do your projects take?” Another commented, “Love that shirt!” One thing I have learned from using social media, is that people respond to trends, hashtags, and a continued theme. I started Art Shirt Friday as a way to wear fun art tshirts that support my curriculum on casual Fridays rather than school spirit wear supporting our sports teams. Once I started sharing photos of these tshirts, I started receiving more attention, and other educators joined in. By using the hashtag, users are linked with others who also post photos using the hashtag and it creates an online community. The *Art Shirt Friday* posts are some of my most well-received.

At 6:00pm, I scheduled a photo to be posted of one of my fourth grade student's dragon projects. The caption read, “Here's another creative fourth grade student's dragon for Chinese New Year!” The post reached 457 people and received 15 likes from parents, classroom educators from my school, and art educators. The school librarian commented, “I love it.” As my coworkers become more aware of my posts on social media, I receive a lot more comments at school, as well as online. I think art educators are traditionally known by what they hang up in school hallways, but with social media, I am able to share so much more than a quarterly display of artwork. Coworkers, administrators and parents have a more complete idea of what I am teaching.

January 14, 2016

On Thursday evening, I posted 15 new photos to the album, *4th Grade Art from China*. The album now has 12 total likes. I love the use of organizing posts into albums because it provides context for the photos as part of a larger unit. The downside to albums is if someone has already liked an album, regardless what new photos I post, their like is already recorded and only new likes are added. Another downside is, people may assume they have already seen all the photos in an album if they previously viewed or liked it, but in reality, I may have added many more photos since their last visit. I plan to experiment more with this as I continue using social media to inform my teaching.

January 15, 2016

On Friday, I posted seven new photos to the album, *4th Grade Art from China*. The album now has 17 total likes.

After school, I posted a new photo to the album, *Art Shirt Friday*. The album description read, "During the school year, I try to wear an art-related t-shirt every Friday as a small way to show students just how passionate I am about art." The album has received 99 likes since I first created it on July 10, 2015. The photo I posted today received featured the caption, "Got some help from my friends, the Minions, for today's *American Gothic*-inspired Art Shirt Friday!" The photo received 14 likes from classroom educators from my school and art educators. One art educator commented, "Love minions." A retired classroom educator commented, "Love the shirt." *Art Shirt Friday* has definitely created a following and provides an opportunity for art educators to share their shirts with pride and exchange where they purchased shirts. Most importantly, students see that their art teacher loves the subject so much they wear it once a week. My

students have picked up on it and comment if they know the artist. I recently had a student gift me a Van Gogh *Starry Night* parody t-shirt featuring characters and imagery from the Mario Brothers video game.

I shared the album to the Facebook group, *Art Teachers*, where it received an additional 21 likes from art educators. Nancy Walkup, editor of *SchoolArts* magazine, commented, “Jordan, send me a bunch of photos (high res) and I’ll give you a spread in *SchoolArts*.”

Later that evening, I posted two photos of my fourth grade students’ Chinese New Year projects on display at my school. The caption read, “Fourth grade students are finishing up their projects and getting ready to celebrate the Chinese New Year on February 8!” The post reached 636 people and received 18 likes from art educators. One art educator commented, “Way cool.”

January 16, 2016

On Saturday, I shared an illustration from the Facebook page, MindShift. MindShift is an educational Facebook page that explores the future of learning in all its dimensions - covering cultural and technology trends, groundbreaking research, and innovations in education. The illustration I shared from MindShift depicted why creativity is so important. The post reached 766 people and received 22 likes from art educators. One art educator commented, “Shared!” The educator then also shared the post on her own page to reach her network of followers.

I updated my Facebook page cover photo to the photo of my fourth grade students’ Chinese New Year projects on display. The post reached 146 people and received nine likes from parents, classroom educators from my school, and art educators.

One art educator commented, “Wish we had more elementary art teachers like you here in California.” Another said, “Looks great!” The food service director for our school district commented, “I miss that colorful hallway!” Her office used to be near my classroom. Both of these comments were great to read. In any profession, I think people are most encouraged when they feel they are appreciated. The feedback encourages me to keep doing the work I am doing, and to push myself even farther.

January 18, 2016

On Monday, Martin Luther King Jr.’s birthday, I shared a link to a news article written by Gary Tomlin (2016) titled, “Children Connect to Martin Luther King Jr.’s Efforts through Art.” I included my own caption that read, “This was a great, simple way for children to honor Martin Luther King Jr. with their creativity!” The post reached 224 people and received two likes from art educators. I also shared a post from The Art Institute of Chicago that featured a photo of King with his quote, “Human salvation lies in the hands of the creatively maladjusted.” This shared post reached 219 people and received one like from an art educator.

My last post of the day was a shared post from *SchoolArts Magazine* of an abstract portrait of King along with his quote, “The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

I shared all of these posts to honor King on his birthday, and to share with my followers the impact his life and words has on education and the arts. I think people could easily make a connection with King’s story and a history or literature class. With my

posts, I hoped to have highlighted how art educators might introduce a conversation or activity with students.

January 19, 2016

On Tuesday morning, I shared photos of my fifth grade data wall. Classroom teachers from each grade level have been designing creative displays to show student growth. Although the fine arts and physical education departments were not required to create such a display, I thought it was important to show students' growth in art in the same manner as reading and math data. The post featured three photos with the caption, "Fifth grade student data and examples of how to critique an artwork. Students have been developing and improving their skills all year with artists from our curriculum: Kehinde Wiley, Lois Mailou Jones, Romare Bearden and more." The pre-test and post-test data showed bar graphs indicating how many students were beginning, approaching, meeting, or exceeding the goal to correctly identify the four steps to critiquing an artwork. The post reached 724 people and received five likes from a coworker, parents of students, and art educators. My school district also shared the post where it received an additional five likes from parents of students. I shared the post to the *Art Teachers* group on Facebook and received two likes from art educators.

I also shared a post from my school district's Facebook page, featuring my fifth and sixth grade student art award recipients. The first post reached 64 people and received one like from an art educator. The second post reached 172 people and received six likes from coworkers and parents of students. I shared these posts to honor my students, inform parents, and show other art educators how I do awards at my school. I give each recipient a tabletop display frame featuring a photograph of their artwork on

one side, and a certificate for their achievement on the other. I think this is a unique award that has been received positively from students, parents and administration, and may be a useful idea to other art educators.

January 20, 2016

On Wednesday morning I posted two photos of my fourth grade students' dragon projects. The caption read, "I'm hanging up more of 4th grade students' amazing dragons for Chinese New Year!" The post received 18 likes. The dragons are a favorite project amongst myself, the students, the staff and the community. The bright colors and unique forms always add a festive energy to the fourth grade hallway. I love to share projects like these to inspire other art educators to integrate multicultural celebrations into their curriculum. Occasionally I will get feedback from educators and get a chance to hear their ideas on a similar topic.

Wednesday afternoon, I posted 15 photos of my sixth grade students' Egyptian portraits. The caption read, "Sixth grade students are using their Egyptian collar projects for an altered photography assignment! Students are creating a visual narrative with colored pencils. Students recently completed their portrait paintings, using Egyptian frontalism. With each unit, students are discovering how throughout history, different cultures have created art to tell a story!" The album has received 17 likes from art educators, coworkers, parents, and former students.

My students have started to pay more attention to what I post online. I typically bring up a photo album of our current projects to quickly show in-progress examples by their peers. I have heard students talking about who had their project posted online, and some have asked to be featured as well. Many of my sixth grade students may not have

Facebook, but do have Instagram, and have begun interacting with my classroom account. They comment on pictures, “That’s mine!” or tag their friends’ projects. I am pleased they wish to comment and like on the projects of their peers, but I have made it clear I will not be interacting with their accounts outside my own posts.

January 21, 2016

I posted two new photos to the album, *5th Grade Harlem Renaissance Unit*, on Thursday morning. The photos featured a workbook I designed for students to complete to coincide with our Harlem Renaissance unit of study. The workbook features pages and activities about artists, poets and musicians of this historic period in American history. The album has received 17 likes from coworkers, parents at my school and art educators. Many art educators have commented and messaged me on Facebook asking me to share information and resources regarding this unit.

Later that morning, I posted a photo of a fifth grade student’s completed project (Appendix E). The caption read, “As fifth grade students continue studying arts of the Harlem Renaissance, each student is creating an original artwork, writing a corresponding story/poem and selecting an accompanying song. Students were allowed to choose any song that corresponded with their artwork. When it came time to present their project to the class, I played a segment of the song for the class. This is an example of one of the student’s poems.

"Up and down the race car track

Round and round he goes

One more lap to go

Then the dragster goes past

Then zoom the checkered flag

waves through the air

Out goes the parachute

And out comes the champion."

Accompanying Song: "We Are the Champions by Queen" The post reached 817 people and received 8 likes from art educators, a school arts fundraising incorporation, and a student's parent. The school district page also shared the post where it received an additional two likes from students' parents. I shared the photo to the Facebook group titled, *Art Teachers*. The page is a support group of art educators who discuss all aspects of teaching art. My post received 4 likes from other art educators.

January 22, 2016

On Friday, I posted a photo from my Harlem Renaissance workbook page. I completed one of the workbook's activities, illustrating the poem, "April Rain Song" by Langston Hughes. The caption read, "'Practice what you teach.' I made a workbook for my fifth grade students with activities related to our Harlem Renaissance unit." The post reached 2,389 people and received 24 likes from coworkers, parents of students, and art educators. The post was shared by my school district on their Facebook page, where it received 12 additional likes from parents of students. I believe the reason this post was so successful was because it provided educators with an example of a multicultural interdisciplinary lesson, which in my opinion are lacking in our schools. I write curriculum that gives students a positive representation of artists from diverse backgrounds. I strive to create an inclusive curriculum that features male and female artists, from around the world, of different ethnic backgrounds and sexual orientation.

The photo also received comments from seven different art educators. Teacher 1 wrote, "I love this so much." Teacher 2 exclaimed, "Awesome! You have inspired me to push my art history units farther!" Teacher 3 said, "That's amazing" Teacher 4 wrote, "I'm just about to delve into this... beginning with Romare Bearden... I LOVE this! Would you be able to share at least the titles of the poetry, etc. that you used? So wonderful! I want to make this as meaningful as possible... so much depth required." Teacher 5 explained, "I teach a class the "Arts of the Harlem Renaissance" and would love to hear and see more of what you do with your unit. Love the notebook idea." Teacher 6 said, "Awesome" Teacher 7 asked, "Did you write this unit?"

The positive feedback from other art educators is reassuring and validating, but it also provides an opportunity to share ideas, inspire and be inspired. I shared the post on the *Art Teachers* Facebook group where it received 75 likes and more comments from art educators. Teacher 1 said, "You could do this with Shakespeare too I guess. Cool." Teacher 2 exclaimed, "I love this! My dear friend and teaching partner years ago would collaborate between English and art and put out an illustrated poetic journal. English kids would write the poems first quarter and we would illustrate them second quarter. Wonderful collaboration for all!" Teacher 3 wrote, "I love this idea for my 5th grade especially. There is such a divide between early finishers and those that TAKE FOREVER no matter what I say or do to get them to finish. I have just had to start moving on so some students haven't finished anything this year. I'm trying to turn it into a lesson on meeting deadlines but the students that never finish could care less. Sorry for the mini rant. . . but yeah this is great idea!" Teacher 4 said, "What an awesome idea." Teacher 5 exclaimed, "Great!! Are you going to sell them on marketplace or pay

teachers?” Teacher 6 shared, “Love this idea. It's got me thinking. . . that's so great about this group, we share and it sparks new ideas!” Teacher 7 said, “Excellent. I took a Harlem Renaissance workshop this Fall. This application fits well into incorporation of it. Thank you.” These statements help motivate me to keep moving forward with writing inclusive curriculum. I truly appreciate complements from my coworkers and administration, but when fellow art educators praise the work I am doing, that's when I know I am on to something. The response I received on this lesson in particular tells me art educators are craving content beyond white, male European Impressionists to develop inclusive curriculum of their own.

Friday afternoon, I added three photos to the album, *6th Grade Egyptian Art Unit*. The caption read, “Sixth grade students are using their Egyptian collar projects for an altered photography assignment! Students are creating a visual narrative with colored pencils. Students recently completed their portrait paintings, using Egyptian frontalism. With each unit, students are discovering how throughout history, different cultures have created art to tell a story!” The album has received 17 likes from coworkers, parents of students, a former student, and art educators.

On Friday evening, I posted a photo of myself hanging fourth grade student lantern projects while wearing a t-shirt with a large Chinese character. The caption read, #ArtShirtFriday. This is a hashtag I created as one way to show my passion for art to my students on Fridays. At our school we are permitted to wear jeans on Fridays, and, typically, teachers wear spirit wear. I decided I would rather promote art and artists from my curriculum instead and have been doing so for a couple of years now. Friday's post received five likes from coworkers and an art educator.

I also changed my profile picture Friday evening, to a photo of my commencement application with my recently purchased Bob Ross-inspired Lego keychain. The caption read, "I recently applied for commencement!" The photo received 38 likes from coworkers, parents of students, and art educators. Five people commented on the photo. "In studio art? Or art education?" "Key chain = awesome.....where are the happy little trees.....congratulations!" "Me too! *high five*" "Where did that keychain come from? I need it in my life" "Congratulations!! I still have 1 year and a half for my MFA. Check out my work on Instagram, @ibels. Only then will I be able to earn my honorary Bob Ross keychain." I always try to respond to comments as a courtesy to my followers. Sometimes I simply click the like button, but I always answer questions and try to return the favor of liking pages and posts. I think this strengthens my presence on social media, interacting with others, rather than just posting my own ideas.

I added another photo in my Chinese character t-shirt to the album, #ArtShirtFriday. The post reached 402 people and received six likes from art educators and coworkers.

January 25, 2016

On Monday, I added six new photos to the album, *6th Grade Egyptian Art Unit*. The album has received 17 likes from coworkers, parents of students a former student, and art educators.

Monday afternoon, I added four new photos to the album, *5th Grade Art Club: Lois Mailou Jones Mural*. The caption read, "As fifth grade students are learning about the Harlem Renaissance in class, students may participate in Art Club to recreate a painting by Harlem Renaissance artist, Lois Mailou Jones." The album has received six likes from art educators and parents of students. Sharing photos from my Harlem

Renaissance unit and Art Club project provides art educators with ideas for their own student art clubs. I have noticed a few art educators asking for African American artist lesson ideas for Black History Month, and others sharing their own ideas in the *Art Teachers* Facebook group. I think social media is also a great place to advocate for a more diverse curriculum and provide examples to those who may be unfamiliar with artists or issues.

Monday evening, I posted a link to an article written by Tisha Shipley (2014) titled, “Three Ways to Connect Schools and Families Through Social Media.” The post reached 225 people, but did not receive any likes. The article was of particular interest to me as I am actively advocating for the use of social media in schools. I had hoped it would be useful to other art educators who interact on my page.

Later that evening, I shared a photo by Chicago printmaker, Jay Ryan from his Facebook page, The Bird Machine, of a work-in-progress sketch for an upcoming print. My caption read, “Here’s an example of an artist in progress – plan and sketch first!” The post reached 206 people and received five likes from art educators. I shared this post because I am a fan of the artist, but also because I plan to begin teaching my students specific steps to the creative process. I would like to do more with this and provide examples. As I start to formulate my approach, I turn to social media for inspiration.

January 26, 2016

On Tuesday morning, I posted another example of one of my fifth grade student’s Harlem Renaissance projects. The caption read, “As fifth grade students continue studying arts of the Harlem Renaissance, each student is creating an original artwork, writing a corresponding story/poem, and selecting an accompanying song. "There was a

puppy. No one wanted him, until one family took him. It was a surprise for the kids. They put him in the park to wait for the kids. Soon they arrived. They were trying to find pumpkins, instead they found nothing but a puppy. They named him Zoos."

Accompanying song: "You've Got a Friend in Me" - Randy Newman." The post reached 474 people and received four likes from coworkers, my school district superintendent, and art educators. The photo was shared on the school district's Facebook page and received an additional two likes from parents of students.

That afternoon, I posted two more project examples with their stories and accompanying songs. The album received 17 likes, and a comment, "It's awesome," from one of the student's parents. The student also commented on a photo of her project, "Thank you Mr.DeWilde I shared it with my sister she said it's really good and she likes it." When I started my curriculum page, I never imagined it as something students would interact with, but as more and more students become familiar with social media at younger ages, this is something I have to consider. This student's comment was nice to see and I love that she was able to be proud and share it. I think reaching students on their own playing field is important. Just as zines and websites have been a tool to reach students in the past, social media may be a current way to engage students outside the classroom.

After school, I posted a photo of the Lois Mailou Jones mural in progress. The caption read, "Art Club students are making great progress on their mural of Harlem Renaissance artist, Lois Mailou Jones' painting!" The post reached 502 people and received three likes from art educators. The post was shared on my school district Facebook page where it received an additional three likes from parents of students.

Later that evening, I shared a photo from my school district Facebook page of me and my two coworkers, who were recognized at a recent school board meeting. The caption read, “Mr. DeWilde, Mrs. Albrecht, Mrs. Glendenning and Mrs. Kenney (not pictured) were recognized for creating Christmas Around the World. They explained to the board where the concept came from and the great turnout they had.” My caption read, “I’m fortunate to collaborate with such great people at OES!” The post reached 379 people and received 12 likes from coworkers and art educators.

January 27, 2016

On Wednesday morning, I posted six new photos to the album, *6th Grade Egyptian Art Unit*. The caption read, “Sixth grade students are working on their Egyptian collar designs! The collars will be cut and worn for an upcoming altered photography project!” The album has received 17 likes from coworkers, parents of students, a former student and art educators.

I also posted a photo of one of my sixth grade students working on his collar project with the caption, “I love when students put personal interests into their artwork!” The post reached 593 people and received 16 likes from art educators, coworkers and parents of students. One parent commented, tagging the parent of the student pictured. The parent also commented to say thank you for notifying him of the photo. As a result, I began including more photos of students working on their artwork, instead of the finished artwork alone.

After school, I posted five new photos to the album, *5th Grade Art Club: Lois Mailou Jones Mural*. The album has received six likes from a parent of a student and art educators.

That evening, I posted nine new photos to the album, 4th Grade Art from Japan. The caption read, “Fourth grade students are practicing the Japanese art of Gyotaku, or fish printing! Each student will create a composition of three fish, using one of the color schemes we discussed in class!” The album has received 12 likes from coworkers, parents of students, and art educators.

Later, I posted a link to an article written by Vida Sabbaghi (2015) titled, “An Inclusive World: Bridging Boundaries through the Arts.” The post reached 153 people and received one like from a student’s grandparent. I think sharing articles on social media gives my followers some insight into my teaching philosophy and my ongoing search for new information to help become a better teacher. Whether my audience is art educators, parents, students or members of the community, I believe in providing the clearest picture of who I am as an art educator.

January 28, 2015

On Thursday morning, I shared a post from *Patron of the Art*’s Facebook page, featuring a photo of color scheme diagrams. My caption read, “4th grade students are learning basic color schemes throughout the year with each new project!” The post reached 106 people and received four likes from art educators. As my school administrators push for more data collection of student growth, I am searching for practical ways to collect data that is meaningful within my existing curriculum. I have decided that for next year, I will track growth of my fourth grade students’ understanding and application of different color schemes. By sharing posts like this, I will have a record of resources to refer back to.

Thursday afternoon, I posted a photo of one of my fifth grade students participating in a class critique. The caption read, “Fifth grade students are critiquing each other's (in-progress) artworks! Students give complements and suggestions to their peers.” The post reached 459 people and received five likes from parents of students and art educators.

After school, I posted a photo with the caption, “Fourth grade students practiced making mini Gyotaku prints today!” The post reached 914 people and received three likes from art educators.

That evening, I posted a Flipagram video of the progress made on Art Club’s Lois Mailou Jones mural. A Flipagram is a quick slideshow of pictures made for sharing on social media. The caption read, “I’m very proud of my fifth grade art club students! They are recreating a painting by Harlem Renaissance artist, Lois Mailou Jones. It’s almost done! Students have been learning about the artists, musicians and poets of the Harlem Renaissance in art class.” The post reached 443 people and received three likes from coworkers and art educators. The video was watched 76 times. An art educator commented, “How long are your class periods and how much time do you devote to drawing/painting this mural verses learning about the artists and the time period?” I explained to her, “This is an Art Club activity. Students voluntarily come in during recess time to work on their portion of the mural, so they have about 20 minutes each day to work after eating lunch. I used Photoshop to alter an image of the original painting into just the basic outlines. Students then look at the image to identify and match the colors by mixing tempera paints. During class, we have about 42 minutes. I have an album on this page, *5th Grade Harlem Renaissance Unit* - with more examples and information about

what they are learning and creating!” Sometimes I feel defensive when my curriculum is questioned, but I realized that questions from art educators force me to think about how others may perceive my teaching, and how I can best represent myself and explain my practice clearly.

January 29, 2016

Friday morning, I updated the cover photo for my Facebook page to a picture of the fourth grade hallway featuring many of the students’ Chinese lantern projects hanging from the ceiling. The post reached 77 people and received six likes from art educators and coworkers. I then updated my profile picture to a photo of me hanging the lanterns and received 20 likes from art educators, coworkers, and parents of students.

I added four new photos to the album, *4th Grade Art from China*, featuring photos of the lantern and dragon projects on display in the fourth grade hallway. The album received 18 likes.

That afternoon I posted six new photos to the album, *6th Grade Egyptian Art Unit*. The album has received 17 likes from coworkers, parents of students, a former student, and art educators.

Later, I posted a photo of a group of sixth grade students photographing a scene for their altered photography project. The caption read, “Sixth grade students are using their Egyptian collars for an upcoming altered photography project!” The post reached 485 people and received three likes from art educators and coworkers. The post was also shared on the school district Facebook page. I think this post was successful because it’s not a common project art educators are used to seeing. There are several projects circulating online that have been done before, again and again, and may look fantastic,

but is nothing new. Some of the projects I post are unusual or have an interesting twist, that my audience responds positively to.

Next, I shared five photos of my fourth grade students' mini Gyotaku card projects. The caption read, "Fourth grade students are practicing the Japanese art of Gyotaku, or fish printing. Each student created a card to thank a member of our school community! We have assembled the cards on a Wall of Gratitude to say thanks to all who make our school great!" The post received one like from a member of the community.

I shared a photo from the school district Facebook page featuring our school counselor and a penguin mascot, named Tacky, who was visiting me and the kindergarten students that afternoon. The caption read, "Tacky took a time out and drew a picture with Mr. DeWilde and Mrs. Albrecht." My caption read, "During the school year, I try to wear an art-related t-shirt every Friday as a small way to show students just how passionate I am about art." In the photo, I am wearing a Keith Haring sweatshirt. The post reached 434 people and received 21 likes from coworkers, parents of students, and art educators. I posted this as part of my ongoing Art Shirt Friday trend, as well as showing my interaction with other school events and staff. Kindergarten students learn about penguins and the mascot comes in on the last day of their unit. By posting a picture with the mascot, it shows I am supportive of my colleagues and their own curriculum.

January 30, 2016

On Saturday morning, I posted an article written by David Love (2016) titled, "Stanford Study: 'Culturally Relevant' Teaching Boosts GPA, Attendance for At-Risk Youth, So Why Not Make It Universal?" The post reached 333 people and received six likes from art educators and coworkers. Culturally relevant teaching was one of the

philosophies I learned and adapted to my own teaching while in graduate school. Social media provides me an opportunity to inform others what I believe is beneficial in the classroom and share the philosophy with those who may not be familiar with its practice.

January 31, 2016

On January 31, I reached over 1000 likes on Facebook. I created a graphic using a photo of one of my fourth grade students' lanterns and added text with the words, "1000 likes!" and my Facebook page URL. The caption read, "Mr. DeWilde Art has reached over 1,000 likes! Thank you for liking, commenting and providing feedback on my posts." The post reached 443 people and received six likes from art educators and coworkers.

February 1, 2016

On February 1, I posted a fifth grade student's artwork to the album, *5th Grade Harlem Renaissance Unit*. The caption read, "As fifth grade students continue studying arts of the Harlem Renaissance, each student is creating an original artwork, writing a corresponding story/poem, and selecting a song accompaniment.

"A world in darkness
where no bells ring
Nobody sings, not even a crow
A place where rain pours day after day
Where no sunlight shows in the morn
A place where people are silent
Where the sky is always dark and gloomy
A playground where no child has gone on."

Accompanying song: "The Awakening"" The post reached 223 people and received two likes from art educators.

I also posted a picture by photographer Rachelle Lee Smith. I included the caption, "Sixth grade students are about to begin an altered photography assignment. Today, students looked at photographs taken by Rachelle Lee Smith and interpreted how her teenage subjects altered the photograph. "I think this artwork is about bravery, and not giving up. It means when you fail, don't give up. Also, it symbolizes strength." The post reached 310 people and received two likes from art educators.

Around noon, I posted a collage of four African American artists that my fifth grade students have studied so far this year. The caption read, "Today marks the first day of #BlackHistoryMonth! Students study the profound impact made by African American artists throughout the art curriculum. During the month of February, we will highlight and display projects and reflections inspired by these great artists!"

I want to share more than just students' creations from class. I also want to share the components of my curriculum that encourage students to respond to different artworks, historical information and concepts. I think this is important to share with parents, and the school community to give validation to my program. I also think it can open a dialogue with other art educators about how they engage students with curriculum beyond art making.

After school, I posted a photograph of two of my sixth grade students. The caption read, "Sixth grade students are using their Egyptian collars for an upcoming altered photography project! Students will use colored pencils to transform their photograph into a visual narrative." The photograph was taken by a student earlier that

day, and I had hoped it would give my followers an idea of what the project looks like prior to alteration. The students posed using the Egyptian frontalism style we learned earlier this quarter. The post reached 456 people and received four likes from art educators. My school district shared the photo on their Facebook page where it received two additional likes from parents of students. The school district has a social media coordinator that photographs events, posts them, and shares posts she sees by faculty. She is very vigilant to my page and frequently shares my posts. I receive a notification anytime my posts are shared. She doesn't always see my posts, so not everything is always shared, but based on Facebook's algorithms, a post that is receiving a lot of attention with likes and comments, will always be at the top of the newsfeed. If I have a post with high traffic, the school district social media coordinator is most likely going to see it and share the post.

That evening, I posted a photo of myself with our school counselor. The caption read, "Did you know February 1-5 is #NationalSchoolCounselingWeek? Mrs. Albrecht is one of the counselors at OES. She has always been a big supporter of the art program. She does so many things to help our students and the entire school community. Thanks, Mrs. A!" The post reached 674 people and received 23 likes from coworkers, parents of students, and art educators. I think this post was well-received because it was showing appreciation for another member of my school community. My coworkers and followers also wished to show their appreciation by liking the post as well.

February 2, 2016

On Tuesday morning, I posted two photographs of a new display of student artwork. The caption read, "Sixth grade Egyptian frontalism portraits are now on display

in the Etnyre Learning Center!” Each picture received two likes from a coworker and an art educator. The post shares with others one way in which I display student artwork. I hope to engage other art educators in a conversation about the different ways they display artwork and how often. This post may have been too early to receive much attention. I have found posts made in the evening seem to receive the most attention. Currently, I am posting photos and information in real-time as they happen in my classroom, or come to my attention. I may begin experimenting with scheduled posts in the evening.

That afternoon, I posted a photograph of one of my fifth grade students’ artwork. The artwork depicts a scene of a soccer game. The players wear jerseys from our school and a rivaling school. I included a caption that read, “There's nothing wrong with a little school rivalry in the art room!” The post reached 921 people and received 10 likes from coworkers, parents of students and art educators. The photo was shared on the school district Facebook page where it received an additional 22 likes from parents of students. A parent also commented, “I love the fact that she's kicking a goal, kicking her leg up like a cheerleader and is being cheered on, (wink emoticon) awesome details!” I think this was a successful post because of the great quality of artwork this student produced. She also depicted a scene of school pride, of sports victory, and of defeating a rivaling team.

Later that evening, I posted a screenshot of my Facebook timeline from earlier with a post made by another art educator. The post read, “Thanks Jordan DeWilde! I’m very excited about introducing my students to your 3-D Chinese Dragons this week. This is my sample and I can’t wait to see how creative my students get with them. Here’s Jordan’s blog post. Scroll down to see his students’ dragons.” I posted the caption,

“Thanks for the shoutout! Your dragon example looks great! Social media is a great tool for sharing ideas. Your take on this project has given me new ideas for next year!” This is the kind of exchange I have hoped to achieve in sharing my curriculum online. I have inspired her to teach a similar lesson, and I am inspired by her example, and how different it is from my own.

February 3, 2016

On Wednesday, I shared a photo of third grade students working collaboratively on a museum map project. The caption read, “Third grade students are designing their own art museums, prior to our field trip to The Art Institute of Chicago!” The post reached 623 people and received eight likes from art educators, coworkers and parents of students. The post was shared on my school district Facebook page where it received four additional likes from parents of students.

After school, I posted five of my sixth grade students’ Egyptian photo alteration scenes. The album received 17 likes from coworkers, parents of students, a former student, and art educators.

February 4, 2016

On Thursday morning, I posted two more of my fifth grade students’ artworks with accompanying stories and music. The album has received 17 likes.

That evening I posted a throwback Thursday photo of myself at the Chicago Chinese New Year parade in 2014. The caption read, “Throwback to 2014 at the Chinese New Year parade in Chicago! Fourth grade students recently created paper lanterns and dragons inspired by the Chinese legend of Nian! Chinese New Year is February 8!” This was a timely photo as my fourth grade students recently completed a unit on art from

China. I shared the photo with some of my fourth grade classes, but also wanted to share with parents, educators and the community as another way of showing my passion and dedication to my curriculum. The post reached 227 people and received four likes from coworkers and parents of students.

February 5, 2016

On Friday, I added three more photos to the album, *5th Grade Harlem Renaissance Unit*. The album has received 17 likes.

Later that morning, I added four new photos to the album, *4th Grade Art from Japan*. The album has received 18 likes.

Before lunch, I added a new photo to the album, *6th Grade Egyptian Art Unit*. The photo was of a student's Egyptian-inspired portrait. The post reached 494 people and received two likes. My school district shared the photo on their Facebook page where it received an additional three likes from coworkers and parents of students.

February 8, 2016

On Monday, the first items I shared were photographs taken and posted by my school district's Facebook page of my fourth grade students' Chinese Lanterns. The post received four likes on their page, and one like on my page. I appreciate how much the school district supports my curriculum on social media.

The next item I posted was a photo of my classroom banner outside my door. Monday was the day to celebrate Chinese New Year. I hung a long paper dragon around the banner to welcome students into my class that week. I purchased the dragon in Chinatown in Chicago years ago and decided to share it with my students. The photo received one like from a student's grandparent.

At lunchtime, I posted three new photos to the album, *6th Grade Egyptian Art Unit*. Each photo was altered by a student to create a visual narrative inspired by Egyptian paintings. The album has received 18 likes.

Later, I posted a photo of a fifth grade student's Harlem Renaissance workbook page. The caption read, "A fifth grade student's Harlem Renaissance workbook example, illustrating the Langston Hughes poem, 'April Rain Song.'" The post reached 521 people and received two likes from art educators. My school district shared the photo on their Facebook page where it received three additional likes from parents of students.

After school, I posted two new photos to the album, *Gyotaku Gratitude*. The caption read, "Fourth grade students are assembling a wall of Gyotaku gratitude! Each student has created a card, using the Japanese art of Gyotaku, to thank a member of our school community. Cards will be added throughout the week!" The post received two likes from a student and an art educator. One thing I hope to do with my curriculum is to provide more experiences of philanthropy and service projects. Even though this was a small act of gratitude, I think it provided students with another example of how art has many purposes.

February 9, 2016

On Tuesday, I posted two photos to the album, *5th Grade Harlem Renaissance Unit*. I posted photos of students working on a gridded mural of Jacob Lawrence. The album has received 18 likes.

February 10, 2016

On Wednesday, after school, I posted eight new photos to the album, *6th Grade Egyptian Art Unit*. These photos were more of the altered photography projects inspired by Egyptian paintings. The album has received 18 likes.

February 11, 2016

On Thursday, I posted eight new photos to the album, *Gyotaku Gratitude*. The caption read, “Fourth grade students are practicing the Japanese art of Gyotaku, or fish printing. Each student created a card to thank a member of our school community! We have assembled the cards on a Wall of Gratitude to say thanks to all who make our school great!” The album has received two likes.

February 14, 2016

On Sunday evening, I posted an image I found on the Internet of an Egyptian-style scene of a goddess with wings, bowing before a god or king. Where typically hieroglyphics would surround the composition, they had been replaced with emojis. Above the image were the words, “What if our use of emojis gradually becomes so extensive that we actually circle back to writing in hieroglyphics?” My caption read, “My sixth grade students are currently studying Egyptian art. I imagine they'll get a kick out of this. . .” The post reached 341 people and received three likes from a coworker and two art educators.

February 15, 2016

On Monday evening, I shared a post from the Saint Louis Art Museum Facebook page. During the Valentines weekend, the museum promoted an activity for visitors to leave paper hearts by their favorite artwork in the museum and post a picture to social

media using the hashtag, #heartsforart. I shared their post with the caption, “I think this was such a cool idea and has great classroom potential!” The post reached 846 people and received 16 likes from parents of students, coworkers, art educators, and the Saint Louis Art Museum.

One art educator commented, “What a cool idea! I wonder how I could replicate this experience online. . .” I replied, “I was thinking of doing something online with a blog of student artworks, and then taking each class to the computer lab and have them comment on their favorite.” She responded, “I was thinking of maybe doing it with famous works in the style we're learning. Have them back up their choice to incorporate writing. . . I'll mull this over.”

I enjoyed the exchange of comments because it got me thinking of more ideas for this type of activity. I eventually decided to have students do a similar activity during a critique of student work, but there are lots of options I may try in the future.

February 16, 2016

On Tuesday, I posted a photo of my fifth grade art club’s completed mural of the painting, *Street Vendors, Haiti* by Harlem Renaissance artist, Lois Mailou Jones. The photo shows the mural on display in our school library, alongside photos of students working on the mural in progress. The photo reached 857 people and received six likes from parents of students and art educators. The school district shared the photo on their Facebook page where it received three additional likes from parents of students.

February 18, 2016

On Thursday, I posted four new photos to the album, *6th Grade Egyptian Art Unit*. These four photos showed some of the students’ projects on display in our school library.

The caption read, "Sixth grade Egyptian art projects are now on display in the Etnyre Learning Center. Students created collars to wear for an Egyptian-inspired visual narrative. Students altered photographs with colored pencils." The album has received 18 likes.

Later, I posted an artwork created by one of my fifth grade students. The artwork features the word love drawn out in bubble letters with tiny blue hearts on top of a rainbow background. The caption read, "As fifth grade students continue studying arts of the Harlem Renaissance, each student is creating an original artwork, writing a corresponding story or poem, and selecting an accompanying song. This was the poem presented by the student whose work was posted:

"Love is hard to explain.

Love can be beautiful.

Love can be painful.

Love is a feeling you get in your heart that can give you a stomachache with nervous butterflies.

Love can be the feeling of family who care for you or love can be the feeling shared between best friends.

Love can be a thought or emotion you feel when you hug your pets.

Love can cause the pain you feel when a pet or friend is no longer there with you.

Love is hard to explain.

Love has no eyes or ears.

Love is a feeling, that's what love is to me, a feeling." - 5th grade student. Accompanying song: "Piano" - Ariana Grande." The post reached 305 people and received three likes from a coworker and two art educators.

February 19, 2016

On Friday, I posted six new photos to the album, *4th Grade Art from Japan*. The caption read, "Fourth grade students are practicing the Japanese art of Gyotaku, or fish printing! Each student will create a composition of three fish, using one of the color schemes we discussed in class!" The album has received 18 likes.

After school I posted a sixth grade student project with the caption, "Sixth grade students created Egyptian collars to wear in an altered photography assignment. Each student used colored pencils to transform their photograph into a visual narrative!" The post reached 1,258 people and received 22 likes from coworkers, parents of students, students, and art educators. One of my coworkers commented, "Those are really cool! Let's team up and do something cross curricular. . . this connects to Rogers' Egypt unit?" Mr. Rogers is our sixth grade social studies teacher. I replied, "That's a great idea! I'm in! Yeah, I tried to line my units up with Rogers' Ice Age, Egypt and Greece/Rome units." In this instance, social media provided me with an opportunity to collaborate with a coworker I may not have otherwise thought to work with!

February 20, 2016

On Saturday, I shared a link to an article written by Dipin Damodharan (2016) titled, "Why the Arts are as Important as Science or Math." The post reached 1,823 people and received 16 likes from coworkers and art educators. The post was also shared 12 times by these individuals. I think this was such a successful post because it speaks to

what many art educators believe to be true. The arts are unfortunately not as appreciated as subjects like science and math, but this article advocated for their importance and many of my followers agreed.

February 21, 2016

On Sunday, I posted a link to an article written by Kristy Puchko (2015) titled, “15 Facts About ‘A Sunday at La Grande Jatte – 1884;’” My caption read, “Third grade students recently finished a unit on Seurat. I’ll have to share some of these facts with them soon!” The post reached 561 people and received five likes from coworkers and art educators. One coworker posted a comment that read, “My favorite painting!!!!” I’ve started to post articles and information relevant to my curriculum as a way to think about the current or upcoming content I am teaching.

Later, I posted an article written by Kathryn P. Haydon (2015) titled, “This is What Happens When Kids Creative Strengths are Leveraged.” The post reached 224 people and received one like from an art educator.

February 22, 2016

On Monday, I posted two photos of third grade students’ collaborative art museum maps. My caption read, “Prior to our trip to the Art Institute of Chicago, third grade students collaborated to create their own museum maps!” The album has received three likes, one from a parent of a student and two from art educators. The school district shared the post where it received five additional likes from parents of students.

February 23, 2016

On Tuesday I posted a side-by-side photo comparison of Edvard Munch’s painting, “Scream” with a newly purchased tissue box I ordered online, inspired by the

painting. The caption read, “I hope my students enjoy our new Edvard Munch-inspired tissue box!” The post reached 521 people and received 22 likes from coworkers, parents of students, and art educators. One coworker commented, “That is way too cool! I want one!”

Later that day I posted a picture of the data wall I am creating for my sixth grade students’ new unit on the creative process. When the wall is completed, I will have bar graphs of pretest and posttest data showing my students’ understanding of the creative process, along with examples of activities and learning experiences from my classroom. My caption read, “Sixth grade students will soon begin applying 5 steps of the creative process with each new project: Preparing, Drafting, Creating, Improving and Exhibiting. More to come!” The post reached 657 people and received five likes from coworkers and art educators.

February 24, 2016

On Wednesday, I posted three photos to illustrate how I am teaching my sixth grade students the creative process. One photo showed the drawing I made for our pretest data, featuring a generic face with colorful gears inside the mind. Above the mind is a bar graph indicating how many students are beginning, approaching, meeting and exceeding our goal of understanding the creative process. The next photo showed a circular drawing I made to symbolize the first step of the creative process: preparing. The third photo showed an example of a worksheet I distributed to students for them to apply the preparing step to their next project. My caption read, “Today, sixth grade students are focusing on the first step of the creative process, preparing! As we begin our next project, we will apply each of the five steps: preparing, drafting, creating, improving, and

exhibiting!” The post reached 704 people and received 20 likes from coworkers, parents of students, and art educators. One art educator commented, “Great visuals! Looking forward to the rest of the process posts!” I replied, “Thanks Kimberly! We start drafting next week!” I appreciate feedback from other art educators. It gives me some validation that others in my field also believe in what I’m doing. One art educator shared the photos on her profile. My school district also shared them on their Facebook page where it received three additional likes from parents of students.

Later, I posted a side-by-side comparison of my fifth grade student’s mural of Jacob Lawrence next to the photograph of Lawrence we used to start with. My caption read, “Fifth grade students are making great progress on their Jacob Lawrence mural!” The post reached 583 people and received four likes from a coworker, a parent of a student, and two art educators. My school district shared the post on their Facebook page where it received an additional six likes from parents of students.

February 26, 2016

On Friday, I posted three more photos about my sixth grade students learning the creative process. These photos focused on the second step of the process, drafting. Again, I photographed our creative mind pretest data illustration, a symbol for drafting, and an example of the drafting worksheet students used to apply this step to their current project. My caption read, “Sixth grade students applied the second step of the creative process, drafting, to their Greek column project! Students have been learning about the 5 step process: preparing, drafting, creating, improving, and exhibiting.” The post reached 243 people and received five likes from a parent of a student, and art educators.

February 27, 2016

On Saturday, I shared a post from the Facebook page of *Children's Movement of Florida*. As I have been utilizing social media for educational purposes, I've found many pages that share information about art and education. This post was a photo of a child playing in paint with the text, "Art has the role in education of helping children become more like themselves instead of more like everyone else." The post reached 242 people and received 12 likes from coworkers and art educators. In addition to posting my own content, I look to Facebook for inspiration as well. Some of my ideas have started as a result of another art educator's project example. On a couple of occasions, I have posted questions to the *Art Teachers* Facebook group. Social media can be a great community for support and inspiration.

Reflective Journal Summary

The social media journal documented my experience posting to *Mr. DeWilde Art* during January and February of 2016. I first setup the page on June 30, 2015 to develop my content and build an initial following prior to my research study. Over the first few weeks, I shared project examples from my previous years of teaching, and ideas for the coming school year. When the school year started in August, I invited parents to connect with my page. Few did at first, but that changed as the school district's Facebook page shared my posts, and other parents liked and commented. As people in the community began to see examples of what my page was about, more liked the page to stay connected.

As with any new tool, there was a significant amount of time put in to develop the page into what I wanted it to be. I uploaded photos, organized albums, and invited as

many art educators and community members as I could. Once I had a strong foundation, the tool became much easier to use. With the Facebook application on my phone, I could easily take a photo of a student's work in progress and upload it to my page instantly, or wait until my planning period, lunchtime, or after school. After a few weeks, I was using the tool intuitively. I found by using my phone as a camera, and Facebook as documentation and advocacy, I actually saved time compared to other methods like portfolios or newsletters.

When I reflected on my journal entries for January and February 2016, a number of themes reappeared. I gained a better understanding of how to use social media to share my curriculum and discovered other benefits to my teaching practice. I began to use my Facebook page as a teaching tool for other teachers to provide them with curriculum ideas. Most of my curriculum is focused on culturally relevant teaching philosophy, providing positive representation of diverse cultures and communities. By sharing my curriculum, I hoped other art educators would use my ideas in their own classrooms where their curriculum may be lacking diverse representation.

As I started receiving likes and praise from coworkers, parents of students, and art educators, I really began to feel affirmed with what I did in the classroom. I was encouraged to continue posting curriculum examples and expanding on the multicultural art education I was teaching. Art educators are often isolated from other specialists in their field. The amount of likes and positive comments gave me a greater confidence in my teaching abilities. My school district also took notice and began sharing my posts on their own Facebook page. I felt valued as a member of the school community, and that my curriculum was respected and appreciated by others as a result.

With the likes and comments, also came questions, ideas and constructive criticisms. I received ideas from other educators and their comments concerning what I could teach next. Users would comment about how they taught similar lessons or how they taught something differently. Often these comments would cause me to reflect about and reconsider my own teaching, and make changes where I thought it was necessary to improve my teaching. On more than one occasion, a comment or series of comments, inspired me to add a new activity or project into my curriculum units. Social media provided me with a great audience of experts to bounce ideas off of and learn from.

As I became more familiar with using social media as a tool to share curriculum, I aimed to allow my followers to become more familiar with me and with my teaching. I developed an online community with art educators, coworkers, townspeople and parents of students. My classroom became transparent, and those who connected with my Facebook page may have had a better understanding of my practice. Users began to join me in activities, posting similar photos with a shared hashtag. Parents would ask me about online posts when I would see them at various school events. My online community has grown to over 1,200 people from 926 when I began my daily journal reflections in January. Social media has been a great tool in shaping my practice as an art educator.

Survey Questionnaire Summary

The survey consisted of six questions to ask art educators how they use social media to improve their teaching. I shared links to the online survey with my network of art educators using my Facebook page, my website blog and the Facebook group, *Art Teachers*. 207 initially logged on to begin the survey, with 136 agreeing to participate.

The results gave me insight into how art educators are using social media in different ways. While some themes were expected, others were surprising. The survey revealed that many art educators use social media looking for lesson plans and project inspiration. Some turn to social media for networking and sense of community. Few are using social media to share their own curriculum. Overall, the results demonstrated how art educators are using social media professional to expand their teaching.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

The social media journal demonstrated how creating a curriculum Facebook page impacted my teaching pedagogy. Prior to the study, I expected to find themes of improved communication with parents, and opportunities for personal growth from self-reflection. At the conclusion of this study, I identified many other themes from my social media journal entries. In addition to the two themes I had expected, I also noted themes regarding community, Facebook etiquette, advocacy, and feedback from art educators around the world.

Teaching Tool

I began to use my Facebook page as a teaching tool for other teachers to provide them with curriculum ideas. Most of my curriculum is focused on culturally relevant teaching philosophy, providing positive representation of diverse cultures and communities. By sharing my curriculum, I hoped other art educators would use my ideas in their own classrooms where their curriculum may be lacking diverse representation.

As I started receiving likes and praise from art educators, coworkers and parents of students, I really began to feel affirmed with what I did in the classroom. I was encouraged to continue posting curriculum examples and expand on the multicultural art education I was teaching. Art educators are often isolated from other specialists in their field. The amount of likes and positive comments gave me a greater confidence in my

teaching abilities. My school district also took notice and began sharing my posts on their own Facebook page. I felt valued as a member of the school community, and that my curriculum was respected and appreciated by others as a result.

With the likes and comments, also came questions, ideas and constructive criticisms. I received ideas from other educators and their comments concerning what I could teach next. Users would comment how they taught similar lessons or how they taught something differently. Often these comments would cause me to reflect and consider my own teaching, and make changes to improve. On more than one occasion, a comment or series of comments, inspired me to add a new activity or project into my curriculum units. Social media provided me with a great audience of experts to bounce ideas off of and learn from.

As I became more familiar with using social media as a tool to share curriculum, my followers became more familiar with me and my teaching. I developed an online community with art educators, coworkers, townspeople and parents of students. My classroom became transparent, and everyone connected with my Facebook page had a better understanding of my practice. Users began to join me in activities, posting similar photos with a shared hashtag. Parents would ask me about online posts when I would see them at various school events. My online community has grown to over 1,200 people and social media has become a great tool in shaping my practice as an art educator.

When I was hired in 2012, the school administration was impressed by my passion for multiculturalism. They presented me with an opportunity to write a new art curriculum for grades 4-6. I wrote lesson plans that reflected a multicultural approach to art education. I developed an inclusive curriculum because he believed the school was

lacking representation of diverse communities. By utilizing social media, I was able to teach my curriculum to the community and families as well.

Advocacy

I often used social media to advocate for my program. By providing the community with specific examples of my curriculum, they gained a better understanding of the importance of art for their students. In addition to showcasing finished art projects, I posted learning activities focused on history, literature and music. I shared examples of student critiques, interpretations and analyses of artwork. Social media became a tool not only for recording or reflection but for strong arts advocacy. I took the time to explain my curriculum and teaching practice to a wide audience with various levels of art understanding. I was not aiming at an audience of only art educators, or only parents, my content was varied and broad to inform and advocate. The community responded by engaging in posts online and in person. People shared my enthusiasm and joined in conversation, activities and ideas. Instead of telling everyone why art is important, I showed them using social media posts.

My Facebook page engaged its followers with my personal art curriculum. Fleming (2012) noted the importance of involving families with learning experiences from the classroom. I continuously involved my students' families, classroom teachers and the entire school community with updates on curriculum projects and activities. Baskwill (2013) encouraged educators to use Facebook in this manner to share classroom experiences. I was able to use social media to communicate with my followers in real time, rather than by using a traditional periodic newsletter.

I also used my social media platform to inform families about upcoming opportunities for students. Throughout the year, I facilitated art club activities for any interested fifth grade students. I posted examples and outlined plans prior to the scheduled art club time, to give families information and encourage discussion of art topics at home.

Building an Online Community

I often received online feedback from members of the community and my students' families. With each post, users gained a better understanding of my teaching philosophy and curriculum. A number of my colleagues were prompted by social media posts to offer suggestions for cross-curricular collaborations. Families showed their approval and enthusiasm for project examples and photos of student artwork in-progress. Each like or comment helped validate and encourage my efforts to teach a multicultural art curriculum. The initial online communication helped strengthen my face-to-face conversations with families at school meetings and events. By utilizing social media, I developed an online network to educate families and the school community so my art curriculum could extend beyond the classroom. My posts enabled coworkers in other disciplines to use the information for areas of possible cross-curricular opportunities. They gained a deeper understanding of my curriculum, rather than a simple appreciation of student art displays. The use of social media provided the entire school community and families with a more accurate and complete portrayal of my curriculum and teaching practice.

Facebook Etiquette

Throughout the duration of my study, I learned proper Facebook etiquette. I reflected on issues of timing, quantity and content in my social media journal. I used the Facebook Page's Insights tab to help keep track of how my followers were responding and interacting with my posts. The Insights tab formulated number of people reached, how many reacted, commented and shared. The tab also provided graphs showing the growth in number of followers. (Appendix F). By posting at various times of day, I noticed a greater response to posts during evening hours. As the study progressed, I began posting more in these peak hours to reach more of my followers. At the beginning of my study, I posted photos in photo albums organized by curricular unit. While this was helpful organization when referring to photos later, it prevented subsequent photos in the album from receiving additional likes to record. For example, once an individual likes an album, the like remains for all future posts within that album. As a result, I began posting photos individually so they could receive their own feedback, and later moved the photos into the organized albums.

I followed the advice of the Reform Support Network (2014) and engaged my followers with a variety of content. While the bulk of posts were photos of student projects in various stages of completion, I learned other types of content to engage my followers. I discovered that photos of students working on artwork, or presenting their artwork, received more attention from families than the artwork alone. Art educators responded most to detailed lesson plans, art apparel and inspirational articles, quotes and illustrations. I began implementing more of these types of content into my posts as the study progressed.

In the future, I hope to use social media for publicity campaigns highlighting my students' artwork and special events. After my study concluded in February, I used social media to publicize a student art exhibition at the local library for Youth Art Month. After hanging the exhibition and posting photos of the display, I highlighted each student featured in the exhibition with a photo of the student holding their artwork and the hashtag, #YouthArtMonth. The hashtag provided a link for my followers to see previous posts about the exhibition and other featured students. As I posted one per day for the entire month, it became something my followers knew to look for. The featured student of the day often received many likes and comments, and their family members often shared the post with their own networks.

In late April, my fifth grade students received a message from one of the artists they had been studying thanks to social media! I posted images of student self-portraits inspired by South African artist, Garth Erasmus. I found his account on Instagram and tagged him in the post. I did this as a way for my followers to learn more about the artist. To my surprise, Erasmus commented what a treat it was to see our projects. He asked that I email him more examples. I used this as an opportunity to engage my students. They were very excited to hear from the artist. Each class brainstormed questions they wanted to ask the artist, and we narrowed down the list to a few questions to email along with project examples. He replied with very detailed answers and my students absolutely loved corresponding with him. In the future, I would like to use applications, such as Skype, to connect with more contemporary artists and bring them into my classroom.

I addressed the concerns of Devaney (2015) and other educators, by carefully managing my Facebook page. I kept my personal profile and classroom page separate to

avoid blending the line between personal and professional roles. At the beginning of the school year, I sent families a note introducing myself and describing the various social media applications I would be using to share information throughout the year. During open house and other school events, I would include the address to my Facebook page on the classroom marker board to remind families how we could further connect. I utilized social media in a very professional manner. With Devaney's (2005) concerns in mind, I was able to develop a strong social media presence to students' families and communities without any negative problems.

Leadership

My school district understood the benefits of using social media as an educational tool. Larkin (2015) explained that strong communication earns the trust of communities. My school district earned this trust of families and the larger community with frequent posts to highlight students and their achievements. According to Journell, Ayers & Walker (2014), "Social media is the new face of global communication, and, instead of blocking it, schools should be embracing it" (p. 67). My school district has embraced social media and supports others who do the same.

My superintendent presented our school district Facebook page to faculty as a tool to inform parents and control the message. This was in response to miscommunications, rumors, gossip and incorrect information circulating in the community. I've kept that concept in mind, of being in control of how I represent myself and my curriculum online. Social media has been a great tool for me to communicate with families. Our educator evaluations require us to report evidence of contact with families. Some educators document phone calls, emails and conferences in a log sheet to present to administration

during their evaluation. I simply explained my Facebook page as a living newsletter that constantly connects me with families. I find this is much easier and less time consuming than other methods. My administrators are very pleased with my use of social media, and have shared my Facebook page as an example for others to better communicate with families.

I was the first educator in my school district to utilize social media to share curriculum. Prior to my use of social media professionally, the school district Facebook page primarily catered to photos of school events. I provided an alternative approach and proved how academic achievements, projects and student activities could also be shared and celebrated. Since the beginning of my study, at least five other educators have developed their own Facebook pages. Many of my posts were frequently shared on the school district Facebook page. The shares helped build my confidence and validated the work I have done in the classroom. I found comfort in knowing that administration and others in the district had an accurate perception of my curriculum and teaching practice as a result of my social media posts.

Kerry Freedman (2011) described educational leadership and innovation as a six step process. First she identified the importance of writing a rationale. When I first developed Mr. DeWilde Art, I had to really think about what purpose it would have. I knew I wanted to share curriculum for feedback, and to inform my students' parents about classroom projects. The second step Freedman stated was to publicize the program. Social media is its own publicity-generating tool, but at first I invited parents to connect online using a format of traditional newsletters and signage at school meetings and events. The third step was to work with immediate supervisors. My administrators, the

school district social media coordinator, and the superintendent have all been actively involved in the sharing and supporting of my social media posts. They saw my page as a great way to represent my program to the community. The fourth step was to develop a contact list of parents who can be counted on to promote art education. By using social media to post photos and information about my curriculum, I could easily track who liked or commented on posts. I quickly knew a number of supportive parents based on their frequent likes and comments. The fifth step was to develop a leadership group. The social media coordinator and I worked really well together. I was appreciative of the increased audience she provided me by sharing posts on the district's Facebook page. She was appreciative of the consistent content I provided her. Together, we promoted my curriculum to a large audience of the community. Freedman explained the sixth step as documentation to show evidence that demonstrated the importance of the program. Social media is a great tool for documentation. I took photos daily during class, on breaks and after school. By using my phone, I was able to easily upload and organize photos that demonstrated the scope of my program. Freedman's approach to leadership in art education aligned with how I used social media to advocate for my program as well.

Bobick and DiCindio (2012) argue that communication is key to building support and collecting feedback. Throughout this study, I communicated with many art educators from around the world. I developed an online community by actively participating in discussions and supporting my colleagues. I learned a great deal from the feedback I received on my own posts from other art educators. I was able to learn from these specialists and their varied personal experiences.

Student Engagement

I used social media to also engage my students. Although most of my students are not old enough to register a Facebook account, many enjoyed seeing the page projected in class and looking at posts with their families at home. Much like seeing their artwork on display in the hallway, students were even more excited to see their artwork posted online. The use of social media to present student artwork gave me a wow factor to engage students. Some of my students were active on Instagram and interacted with my posts on that social media platform instead. According to O'Keefe and Clarke Pearson (2011) social media use is one of the most common activities for today's youth. I understood this and used social media as a way to further engage my students.

Baird & Mercedes (2005) advocated for reaching students by using their own choice of communication to share course content. I frequently projected my Facebook page on the classroom SmartBoard to refer to articles, photos and video clips. Stevens (2013) expressed the importance of modeling to students how to use social media effectively. I showed students photos of their peers' artwork and social media posts by artists from our curriculum. My students are of a generation very comfortable using online websites and applications. I used social media as an additional resource to inform and inspire my students.

Survey Questionnaire Results

The survey of art educators demonstrated how people employ social media to inform their teaching. I expected to find that few art educators use social media for professional practice. At the conclusion of my study, the survey demonstrated art educators do use social media professionally in a variety of different ways.

Table 1

Responses of People Visiting the Survey Site

	Response Total	Response Percent
Yes	136	100%
No	0	0%

Table 1 shows the total number of respondents was 207. 136 people responded, “yes” to question one, indicating they agreed to the terms of the survey. An additional 71 people initially logged on to start the survey, but logged out after reading question one. I suspect these users believed they would not be suitable candidates for the survey and chose not to go any further. The following questions document how the 136 people who responded, “yes” answered the rest of the survey.

Table 2.

Responses to Question 2 on the Survey.

	Responses Total	Responses Percentage
I look at your posts for lesson plan ideas.	72	71%
I look at your posts to see what students are capable of at different ages.	58	57%
I look at your posts for curriculum resources.	58	57%
I look at your posts for other reasons. Please specify	23	23%

Question 2 asked, “How do you primarily interact with my social media posts? Check all that apply.” Table 2 shows that of the 136 respondents, 101 chose to answer this question. 35 respondents skipped this question. Because the survey question asked to check all that apply, some respondents chose more than one answer. The data indicated that the majority of respondents, 71%, interact with my social media posts to get lesson plan ideas. Over half, 57% of respondents, answered that they interact with my posts to see what students are capable of at different ages, and 57% also answered they interact with my posts for curriculum resources. The survey question provided respondents with the option of indicating other reasons they may look at my posts, with 23%, answering other reasons. Many of those specified answers indicated the respondent had not previously interacted with my posts at all, and others noted that they look at my posts for inspiration.

Table 3

Responses to Question 3 on the Survey

	Respondents Total	Respondents Percentage
Facebook Posts	91	90%
Pinterest Boards	72	71%
Blog Posts	30	30%
Instagram Posts	25	25%
Twitter Tweets	20	20%
I do not contribute to sharing educational information online	0	0%

Table 3 shows the participants responses to survey question number 3 which asked “How do you contribute to sharing educational information online? Check all that apply.” The data indicated that most of the respondents use Facebook posts as a way to contribute sharing educational information online. I was surprised by the high percentage, 90%, of respondents choosing this answer. I did not think very many art educators used Facebook to share information. However, as the respondents answered, many are using Facebook as a sharing tool. I think this may be a recent development, and more art educators may begin using Facebook as the trend continues.

Pinterest boards are also popular, with 71% of respondents indicating they use the website to share information. The website is very successful and provides users with a vast database of websites and images tagged with keywords for accessible searching. Many art educators post links to their Pinterest boards on Facebook. They use Pinterest to find lesson plans, organize bookmarks to various websites, and share ideas. I expected a high percentage for this answer, as I have heard many educators from various fields talk about using Pinterest.

Only 30% of respondents indicated using blog posts to share information. I was very surprised by the low number of respondents using blogs. I suspect that blogs may be a fading trend that was once a popular topic in art education. In my personal experience, blogging took more time and I struggled to engage visitors into providing feedback at all. I wrote blog posts on various lesson and unit plans I created. I posted photographs and video clips along with the text explaining each project. My problem with blogging is that visitors have to come to your blog, which is separate from any other website or

application they are using. Feedback comments on blogs often require logging in or registering a new account, and that can deter visitors from commenting at all. Blogging was not convenient or enjoyable for me, and I suspect many other art educators may feel the same.

Few respondents, 25%, answered that they use Instagram to share educational information. While this is a lower number, I believe more art educators will be using Instagram in the future. I think younger users are more active on Instagram than Facebook, or any other application. On my own Instagram page, I notice many younger art educators are among my followers and users I interact with. I know my students are more active on Instagram than Facebook. Instagram is another convenient application that allows users to post a photo and caption with hashtags to share relevant content with others.

Only 20% of respondents answered using Twitter as a tool to share educational information. I am somewhat surprised by this data. I expected a higher percentage of respondents to use Twitter because of the number of educational institutions and individuals who I've found on the application. However, Twitter may be more popular with educators from other areas of study. Although Twitter can post photos and videos, the application is primarily known as a limited text-driven means of communication. Art educators may not perceive the application as practical for their purposes.

Table 4

Responses to Question 4 on the Survey

	Respondents Total	Respondents Percentage
Pinterest	45	45%
Facebook	44	44%
Twitter	4	4%
Instagram	3	3%
Other, please specify	3	3%

Table 4 shows the participants responses to survey question number 4, which asked, “What social media applications do you use most for educational purposes? Check one.” The data for question four again indicates many of the respondents used Pinterest and Facebook, with fewer using Twitter and Instagram applications. Of the 3% who answered other, those respondents indicated they used YouTube, Edmodo and Carbonmade applications. I am very familiar with YouTube and use it quite often in my classroom. I don’t typically think of it as social media, but it does fit the definition. I am somewhat familiar with Edmodo. I believe some of my colleagues used it as a behavioral management tool. According to Edmodo (2016), the website allows teachers to join global learning communities and share resources. I am not at all familiar with Carbonmade. According to Carbonmade (2016), the website is an online portfolio tool to share creative works.

Table 5

Responses to Question 5 on the Survey

	Respondents Total	Respondents Percentage
Three to five times a day	28	28%
More than five times a day	27	27%
Twice daily	24	24%
Once Daily	16	16%
Three to five times a week	2	2%
Twice a week	1	1%
Once a week	1	1%

Table 5 shows the participants responses to survey question 5, which asked, “How often do you log onto Facebook? Check one.” The data from question 5 indicated that the majority of respondents log onto Facebook at least once a day, with the highest percentage of respondents, 28%, indicating they log on between three to five times a day. Art educators are active on social media daily. Very few respondents, between 1% and 2%, indicated logging on to Facebook less frequently than once a day. The data from question 5 demonstrated there is an audience frequently tuned in to social media.

Table 6

Responses to Question 6 on the Survey

	Respondents Total	Respondents Percentage
Researching lesson plan ideas	92	91%
Networking with art educators	86	85%
Reading blogs on educational topics	83	82%
Sharing lesson plan ideas	80	79%
Writing blogs on educational topics	27	27%
Other, please specify	4	4%
I do not use social media for educational purposes.	1	1%

Table 6 shows the participants responses for survey question 6, which asked, “How do you use social media?” The data for survey question 6 indicated some interesting responses about how art educators use social media. The majority of respondents answered that they used social media to research lesson plans, network, read blogs, and share ideas. Few respondents answered that they write their own blogs on educational topics. I suspect many art educators use social media to find ideas and information, without contributing their own. Very few respondents indicated that they use social media in other ways. Those respondents explained that they used social media to

correspond with students, locate artists, become inspired and help students find ideas. Only one respondent indicated not using social media for educational purposes.

Recommendations

The list of responsibilities for art educators is extensive. Adding another task can be off-putting to many unless it is practical for their teaching practice. Using social media as a tool to share art curriculum has a lot of benefits to offer. From the results of my research study, I believe using social media has improved my communication with families and the community. My curriculum Facebook page has provided me with a network of experienced art educators from around the world to share ideas and give each other feedback. I have been able to advocate for my program by using social media to give a transparent look into my curriculum and teaching practice. By posting regularly, I am also giving myself the opportunity to reflect on each project and inform my teaching. I am able to share my passion for multicultural art education with other art educators who may not have considered implementing diverse artists or issues into their own curriculum. I have found the benefits to using social media as a tool to share art curriculum to be numerous.

The results of my survey questionnaire show many art educators are already using social media. Although smaller percentages of respondents used social media to share their own curriculum, many are logging on to get inspired and find lesson plan ideas. The more educators share, the more voices will be heard and ideas to pass around. Educators are comfortable using social media; next they have to actively participate in the posting of curriculum. I believe they will find the same benefits I did and more. The initial process may seem daunting, but once they create a routine, I believe they will find it to be

extremely convenient and helpful. The audience is there. Art educators only need to provide the content.

Throughout this study, I found many themes that would be interesting to explore in future studies. I would be interested to know more about how social media posts attract attention by time of day and type of content. I struggled with trying to find the right combination with my own posts, but ultimately this theme did not help answer my specific research questions. Another theme that would be interesting to explore would be the demographics of art educators using social media. How do educators of various ages, education backgrounds, and genders use social media differently? As I developed a community of followers on a variety of applications, I suspect different age groups use specific applications more commonly. These are interesting themes that could be explored more in future studies of art education and social media.

This study helped demonstrate how using social media to share art curriculum informs teaching in a variety of positive ways. The study also showed how many art educators are using social media for different purposes in relation to their teaching practice. Hopefully this study addressed the issues of social media and art education, and provided recommendations for change and future studies.

REFERENCES

- Abe, P., & Jordan, N. A. (2013). Integrating social media into the classroom curriculum. *About Campus, 18*(1), 16-20.
- Amatucci, D. (2014). Social media tips for educators: Developing innovative engagement in your community. *Education Digest, 80*(3), 55.
- Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., & Norman, M. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.
- Baird, D.E., & Mercedes, F. (2005). Neomillennial user experience design strategies: Utilizing social networking media to support “always on” learning styles. *Journal of educational technology systems, 34*(1), 5
- Bearden, S. (2013). 13 great twitter chats every educator should check out. *THE Journal*.
<https://thejournal.com/articles/2013/09/23/13-twitter-chats-for-educators.aspx>
- Baskwill, J. (2013). Parent communication: using social media. *Education World*.
Retrieved from http://www.educationworld.com/a_curr/stenhouse/classroom-communication-social-media-tips.shtml
- Bobick, B., & Dicindio, C. (2012). Advocacy for art education: Beyond tee-shirts and bumper stickers. *Art Education, 65*(2), 20-23.
- Brown, C. (1998). *Artist to artist: Inspiration and advice from artists past & present*. p 62.

- Bruder, P. (2013). Why teachers should be blogging... and how to do it. *Education Digest*, 79(3), 30.
- Buffington, M. L. (2008). What is web 2.0 and how can it further art education? *Art Education*, 61(3), 36-41.
- Creswell, J. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: SAGE Publications, Inc.
- City of Plenty (2015). Retrieved from <https://cityofplenty.wordpress.com/>
- Damodharan, D. (2016). Why the arts are as important as science or math. *Huffington Post*. Retrieved from http://www.huffingtonpost.in/dipindamodharan/will-arts-make-you-smarte_b_9169536.html
- Devaney, L. (2015). Survey reveals why teachers aren't embracing social media. *eSchool News*.
- Emmerling, L. (2003). *Jean-Michel Basquiat: 1960-1988*. New York City, NY: Taschen.
- Faizi, R., El Afia, A., & Chiheb, R. (2013). Exploring the potential benefits of using social media in education. *International Journal of Engineering Pedagogy*, 3(4), 50-53.
- Feldman, E. B. (1985). *Thinking about art / Edmund Burke Feldman*. Englewood Cliffs, NJ: Prentice-Hall,.
- Ferriter, W. (2010). Digitally speaking; Why teachers should try Twitter. *Educational Leadership*, 67(5), 73-74.
- Fleming, N. (2012). Schools are using social networking to involve parents. *Education Week*. Retrieved from http://www.edweek.org/ew/articles/2012/11/07/11digitalparent_ep.h32.html

- Freedman, K. (2011). Leadership in art education: Taking action in schools and communities. *Art Education*, 64(2), 40-45.
- Gerlich, R., Browning, L., & Westermann, L. (2010). The social media affinity scale: Implications for Education. *Contemporary Issues in Education Research(CIER)*, 3(11), 35-42
- Halstrom (2014). Educational benefits of social networking. Halstrom Academy.
Retrieved from <http://www.halstromacademy.org/blog/021214.html>
- Haydon, K. P. (2015). This is what happens when kids creative strengths are leveraged. *The Creativity Post*. Retrieved from
http://www.creativitypost.com/education/this_is_what_happens_when_kids_creative
- ISBE (2016). Retrieved from <http://www.isbe.net/>
- Journell, W., Ayers, C. A., & Walker Beeson, M. (2014). Tweeting in the classroom. *Phi Delta Kappan*, 95(5), 63.
- Keifer-Boyd, K. & Maitland-Gholson, J. (2007). *Engaging visual culture*. Worcester, MA: Davis Publications.
- Larkin, P. (2015). Say it with social media. *Educational Leadership*, 72(7), 66.
- Lederer, K. (2012). Pros and cons of social media in the classroom. *Campus Technology*.
- Lenhart, A. (2015). Teens, social media & technology overview 2015.
PewResearchCenter.

- Love, D. (2016). Stanford study: ‘Culturally relevant’ teaching boosts GPA, attendance for at-risk youth, so why not make it universal? *Atlanta Black Star*. Retrieved from <http://atlantablackstar.com/2016/01/26/stanford-study-culturally-relevant-teaching-boosts-gpa-attendance-for-at-risk-youth-so-why-not-make-it-universal/>
- Miraglia, K. & Smilan, C. (Eds.). (2014). *Inquiry in action: Paradigms, methodologies, and perspectives in art education research*. Reston, VA: National ArtEducation Association.
- Morgan, H. (2015). Creating a Class Blog: A Strategy That Can Promote Collaboration, Motivation, and Improvement in Literacy. *Reading Improvement*, 52(1), 27-31.
- NAEA (2016). Webinars, virtual conferences, convention videos, and more! Retrieved from <https://www.arteducators.org/learn-tools/virtual-art-educators>
- O’Hanley, H. (2016). Setting up your art show: April’s stepping stones. Retrieved from <http://talesfromthetravellingartteacher.blogspot.com/>
- O’Keefe, G.S. & Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *Pediatrics*. Retrieved from <http://pediatrics.aappublications.org/content/pediatrics/127/4/800.full.pdf>
- Puchko, K. (2015). 15 facts about ‘A Sunday at La Grande Jatte – 1884. *Mental Floss*. Retrieved from <http://mentalfloss.com/article/63510/15-things-you-might-not-know-about-sunday-la-grande-jatte-1884>
- Reform Support Network. (2014). Social media tip sheet. Retrieved from <http://log.ed.gov/wp-content/uploads/2014/06/social-media-tip-innovative-engagement.pdf>

- Rosenstiel, T., & Mitchell, A. (2011). How mainstream media outlets use Twitter. *Pew Research Center School of Media and Public Affairs de la Universidad George Washington. Washington. Recuperado el, 2.*
- Sabbaghi, V. (2015). An inclusive world: Bridging boundaries through the arts. *School Arts Room*. Retrieved from <http://www.schoolartsroom.com/2015/12/an-inclusive-world-bridging-boundaries.html>
- Shipley, T. (2014). Three ways to connect schools and families through social media. *ASCD Inservice*. Retrieved from <http://inservice.ascd.org/three-ways-to-connect-schools-and-families-through-social-media/>
- Stansbury, M. (2011). Ten ways schools are using social media effectively. *eSchool News*. Retrieved from <http://www.eschoolnews.com/2011/10/21/ten-ways-schools-are-using-social-media-effectively/>
- Stephens, C. (2016). In the art room. Retrieved from <http://cassiestephens.blogspot.com/>
- Stevens, K. (2013). Dipping into social media in the classroom. *edSurge*. Retrieved from <https://www.edsurge.com/news/2013-09-18-dipping-into-social-media-in-the-classroom>
- Teach.com. (2015). 10 reasons to blog as professional development. Retrieved from <http://teach.com/teach100-mentor/bloggging-as-pd>
- Tomlin, G. (2016). Children connect to Martin Luther King Jr.'s efforts through art. *The Register-Mail*. Retrieved from <http://www.galesburg.com/article/20160117/NEWS/160119737>
- Van Gogh, V. (1883). Letter to Theo Van Gogh. Retrieved from <http://www.webexhibits.org/vangogh/letter/11/237.htm>

Waters, S. (2016). The current state of educational blogging. Retrieved from
<https://www.theedublogger.com/2016/01/15/educational-blogging-2015/>

Weir, L. (2008). Behaveyourself.com: Online Manners Matter. *Edutopia*
Retrieved from <http://www.edutopia.org/whats-next-2008-netiquette-guidelines>

APPENDIX A

SURVEY QUESTIONNAIRE INVITATION

Dear Art Educators,

I would like you to consider taking part in a short survey as part of a research study that asks concerning your professional social media use. The survey should take about 10 minutes to complete. I am currently engaged in a research study the purpose of which is to discern how art educators use social media as a tool to share curriculum. I would like to know how you employ social media to inform your teaching. How do you primarily use social media? Which social media applications to you use? How do you contribute to sharing educational information online? Only art educators 18 years of age or older are eligible to participate in the study.

You will be asked to respond to survey questions through an online software program that ISU subscribes to (Select Survey). Risks include loss of confidentiality. Your identity will remain confidential, as only I will have access to survey results, and you may withdraw from the survey at any time without penalty. Benefits include the ability to know how art educators use social media when survey results are analyzed and published. If you wish to do so, clicking the hyperlink below will take you to an informed consent webpage that explains your rights as a research participant. After reading the consent message you will be able to proceed to the actual survey questions.

Thank you so much for your help. I really appreciate it.

Sincerely,
Jordan DeWilde

[Survey](https://survey.lilt.ilstu.edu/TakeSurvey.aspx?SurveyID=n2KI8m412)

APPENDIX B

INFORMED CONSENT

Dr. Judith Briggs, ISU Associate Professor of Art Education, and Mr. Jordan DeWilde, ISU graduate student in Art Education are conducting research with the purpose of asking the following question: **How do art educators (3 employ social media to inform their teaching?** The following survey will take about 10 minutes to complete. Your participation is voluntary and your identity will remain confidential. Risks include possible breach of confidentiality. Any information that you share will remain confidential. Only Mr. DeWilde will have access to the research data. Your refusal to participate involves no penalty or repercussion. You do not have to answer all of the questions. You may withdraw from this survey or research at any time without penalty or repercussion by sending an email to Mr. DeWilde at jjdewil@ilstu.edu. Benefits from the survey include the ability to discern how social media may be used to share ideas within the art education community. You must be an art educator the age of 18 or over to participate in this survey. If you choose to participate in the survey you may do so by clicking on the yes button below.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Research Ethics & Compliance Office, Illinois State University at (309) 438-2529. rec@ilstu.edu. If you have questions about the survey, interview, or research you may contact Mr. DeWilde at (217)-827-5499.

By clicking on the yes button below I acknowledge that I am an art educator (318 years of age or over, and I give my informed consent to participate in the survey.

APPENDIX C

ART EDUCATOR FEEDBACK EXAMPLE



APPENDIX D

ADVOCATING FOR MULTICULTURALISM EXAMPLE

Jordan DeWilde shared Mr. DeWilde Art's album
January 11

Like my page, Mr. DeWilde Art for more art education-related posts.
My fourth grade students are getting excited to celebrate the Chinese New Year!

What projects do you teach around this celebration?



Mr. DeWilde Art added 69 new photos to the album: 4th Grade Art from China
November 9, 2015

Fourth grade students created various projects to celebrate the Chinese New Year on February 8th!

Wayne Beckner, Nancy Walkup and 22 others · 6 Comments

Like Comment

Love these dragon masks. What instructions did you give your students, other than asking them to follow a color scheme and paper cutting using symmetry?

Like · Reply · January 11 at 8:44pm · Edited

Jordan DeWilde Thanks! I gave them instructions on how to start the eyes, using five layers of paper: 1. background color, 2. eyeball, 3. iris, 4. pupil, 5. highlight. They had to continue using their color scheme but could make their own decisions on shape and size.

Like · Reply · January 11 at 8:49pm

Great! Thank you. Excellent lesson. I'll bet the students were very pleased with their dragon masks. 😊

Unlike · Reply · January 11 at 8:50pm

Jordan DeWilde They are enjoying it! We'll spend another day or two adding details. Earlier this year they wrote a story about a dragon, so some add specific accessories/markings related to their story

Like · Reply · January 11 at 8:53pm

Write a reply...

Love the idea of teaching color scheme vs.

color wheel.

Unlike · Reply · January 12 at 8:54am

I have had 4th grade make hand puppets with three-piece, body/tails (attached with brass fasteners, so they articulate), the students have fun making teeth and fire, as well as, whiskers, beards, spikes and ears.

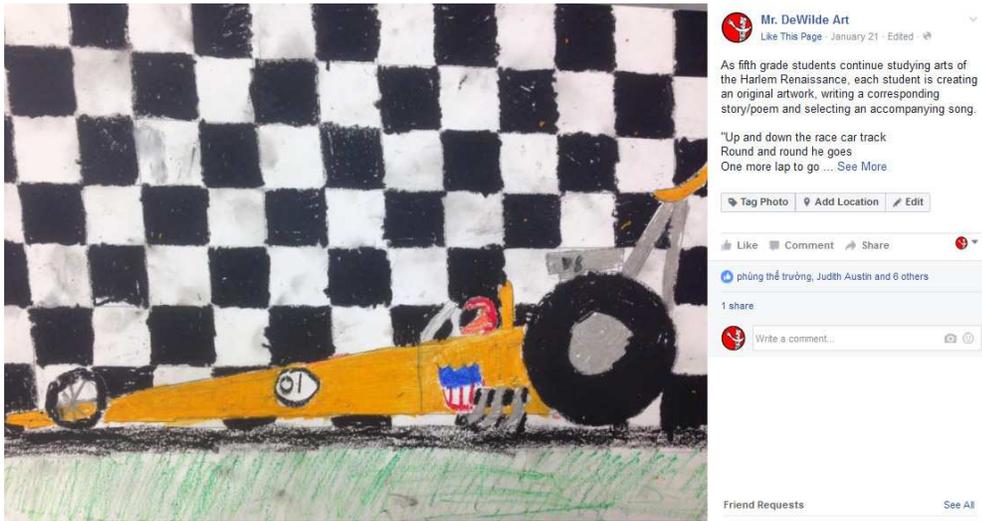
Unlike · Reply · January 12 at 10:59am

Jordan DeWilde That sounds like a fun project Paula! I am thinking of changing a few things for next year. Thanks for sharing!

Like · Reply · January 12 at 11:04am

APPENDIX E

FACEBOOK POST EXAMPLE



APPENDIX F
FACEBOOK PAGE GROWTH

