

## MOODLE OR FACEBOOK?

### AN EXPERIENCE WITH MOODLE UFRGS LMS IN THE TEACHING OF ART HISTORY, THEORY AND CRITICISM AT GRADUATE LEVEL

Daniela Kern  
Marielen Baldissera



Moodle - UFRGS ▶ ART00040 - J (11/2) Alterar função para ▼ Ativar edição

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**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN

Mensagens...  4

**Usuários Online** ☐

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

# 1. Introduction

2/23

Ana Mae Barbosa, retired professor from USP, the leading theorist on art education in Brazil: "The worst is that this aversion for education still attacks very often the Art teachers in colleges and universities. Is not uncommon in Brazil that artists that are also university professors, when engaged in discussions on university teaching or in Art Education conferences, in general begin or end by stating emphatically that they do not understand about education. It is a disguised way of saying that they do not are interested in education because they are smart and talented" [1]

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**Mensagens**  
DANIELA PINHEIRO MACHADO KERN  
Mensagens... 4

**Usuários Online**

**Descrição do tópico**



**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

If the research about general teaching methodologies in this particular area is rare, partially perhaps due to the reason pointed out by Mae, that is to say the indifference showed by many teachers of Art History, Theory and Criticism with respect to the study of pedagogy, the research focused on the use of new teaching technologies in art theory at graduate level in Brazil is almost nonexistent.

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**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN

Mensagens...  4

**Usuários Online** ☐

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

In 2011 we have created the project *The teaching of Art History, Theory and Criticism and the LMS: proposals for the utilization of resources and activities of the UFRGS Institutional Moodle*, coordinated by Prof. Dr. Daniela Kern, professor from the Graduate Program of Visual Arts (UFRGS).

This project was approved under the Edital 15 SEAD/UFRGS, part of a larger initiative to promote the use of LMS both at graduate and postgraduate level.

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**Mensagens**  
DANIELA PINHEIRO MACHADO KERN  
Mensagens... 4

**Usuários Online**

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

The **research time**, besides the coordinator, is comprised of **doctoral students** (Fernanda Gassen, Juliana Gisi e Marina Polidoro) and **undergraduate students** (Ana Laura Benachio and Marielen Baldissera, the latter also project's grant recipient). This project was tied to the course **Special Topic III – Pluralism in Modern and Contemporary Art**, offered for the first time by Prof. Daniela Kern in the Graduate Program of Visual Arts/UFRGS in the second half of 2011.

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**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN

Mensagens...  4

**Usuários Online** ☐

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

It proposes a survey of the resources and activities available in **UFRGS Institutional Moodle**, a LMS (Learning Management System) adapted by the team of CPD/UFRGS, and of how they could be used specifically with the visual arts graduate public in Art History, Theory and Criticism (HTC) courses, an area yet with little experience in the use of LMS – until that moment LMS was not been used in our Graduate Program, and we wanted to search interesting and motivating ways of evolving with this environment the students, almost all of them visual artists well adapted to the new technologies.

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**Mensagens**  
DANIELA PINHEIRO MACHADO KERN  
Mensagens... 4

**Usuários Online**

**Descrição do tópico**

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**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**



This research also involved the creation, implementation and analysis of the results of **two questionnaires**, the first applied to all the PPGAV students, both of Visual Poetics (PV) as well as of HTC, and the second to the students of Special Topic III. The research team was responsible for formulating and analyzing the environment, and for the discussion and processing of data obtained from the questionnaires, aiming to formulate new proposals for the use of resources and activities of the UFRGS Institutional Moodle for the PPGAV/UFRGS public in particular, and for higher education students in general.

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**Mensagens**

DANIELA PINHEIRO MACHADO KERN

Mensagens... 4

**Usuários Online**

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

## 2. Using UFRGS Institutional Moodle in Special Topic III

8/23

The description of the contemporary student by Donahue-Wallace et al.: “Students, on the other hand, are increasingly technologically-savvy: they judge electronic tools used in class as they would commercially marketed Teaching Art History with New Technologies products and they expect courses to engage them in ways that art history's traditional ‘art in the dark’ lecture format cannot. With their laptop computers open to take notes, many of these multi-tasking students now simultaneously use the university’s wireless connection to surf the Internet, chat with their friends, and otherwise disengage from the learning environment, in traditional-style lecture classes”.[2]

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Alterar função para ▼ Ativar edição

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Participantes

Mensagens

DANIELA PINHEIRO MACHADO KERN

Mensagens... 4

Usuários Online

Descrição do tópico



PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA



- **The degree of contact with the Information Technology**
- From 60 PPGAV graduate students, 16 completed the questionnaire. Multiple answers were allowed, and the results show a consistent **use of ICTs**:
- 100% use computers for study and entertainment,
- 94% for work,
- 88% use Facebook
- 81% Youtube
- 100% use text editors (Word, etc.)
- 94% presentation programs (PowerPoint, etc.)
- 75% image editors (Photoshop, etc.).

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 DANIELA PINHEIRO MACHADO KERN

Mensagens...  4

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**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- **With respect to LMS**
  - 88% had already used Moodle,
  - 19% ROODA – a LMS developed by UFRGS, as can be read in Kern and Benachio [3]
  - only 12% had never used any LMS.
- 
- One must also consider that many visual arts graduate students are artists and art critics, all accustomed to the development of independent projects, which led us to desire the planning of an environment that favors their autonomy.

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Participantes

**Mensagens**

DANIELA PINHEIRO MACHADO KERN

Mensagens... 4

**Usuários Online**

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- **Our experimental proposal, however, was to register students as assistant tutors in Moodle, so they had the same edition power that the course professor.** Each student was responsible for a topic on the environment and was learned in class about how to edit, being able, therefore, whenever he wanted, to share ideas and materials with other colleagues [Fig.3].



# Fig. 1. Initial course topic in UFRGS Moodle 12/23

The screenshot shows the Moodle interface for the course ART00040 - J (11/2). The browser address bar displays the URL: <http://moodleinstitucional.ufrgs.br/course/view.php?id=13778>. The page title is "Moodle - UFRGS - ART00040 - J (11/2)".

**Left Sidebar:**

- Participantes**: Participantes
- Mensagens**: Não há mensagens pendentes Mensagens...
- Usuários Online**: (últimos 30 minutos) MARIELEN BALDISSERA
- Administração**: Designar funções, Notas, Grupos, Backup, Importar, Relatórios, Questões, Arquivos, Perfil
- Atividades**: Fóruns, Recursos
- Calendário**: outubro 2011

**Main Content Area:**

**Descrição do tópico**

Links to social media and video: Flickr, Blogger, Google, YouTube.

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

Video player showing a man and a woman looking at a large document.

**Cronograma e Plano de Ensino**

- Plano de ensino
- Cronograma

**Calendar (October 2011):**

Dom	Seg	Ter	Qua	Qui	Sex	Sáb
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22

## Fig. 2. Forums in UFRGS Moodle

13/23

http://moodleinstitucional.ufrgs.br/mod/forum/index.php?id=13778

Mais visitados Primeiros passos Últimas notícias Blog EVANDRO ROCH... \* home \*

AVG inserir video do youtube no moodle Pesquisar Status da Página Notícias

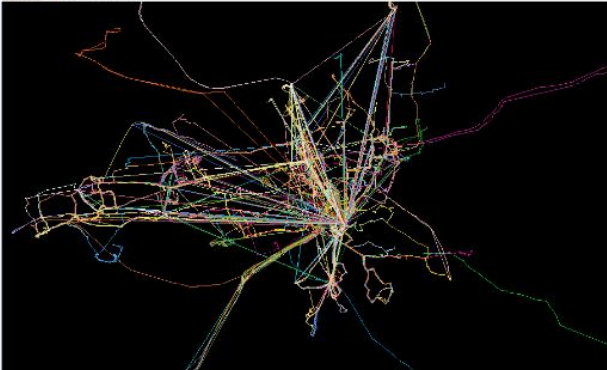
	 <p>Fórum para sanar dúvidas de inglês ao longo do semestre. Como auto-ajuda, é bom recorrer ao Linguee (<a href="http://www.linguee.pt/">http://www.linguee.pt/</a>), ao WordReference (<a href="http://www.wordreference.com/">http://www.wordreference.com/</a>) e a um programa muito útil, o Lingoos, gratuito (<a href="http://www.lingoes.net/en/translator/download.htm">http://www.lingoes.net/en/translator/download.htm</a>).</p>		
Fórum Moodle	 <p>Dúvidas sobre como utilizar o Moodle na função tutor? Aqui é o lugar certo para saná-las.</p>	2	<input type="button" value="Sim"/>
Fórum Pluralista	 <p>Um Fórum para discutir qualquer aspecto relativo ao Pluralismo em artes que veremos ao longo do semestre. Aqui é possível carregar arquivos de até 16MB.</p>	11	<input type="button" value="Sim"/>
Fórum das Lamentações	 <p>Um Fórum para reclamações de toda ordem, que digam respeito tanto ao excesso de umidade do ar quanto ao caráter exageradamente pluralista dos textos sobre pluralismo.</p>	2	<input type="button" value="Não"/>

# Fig. 3. An example of topic elaborated by a course student

14/23

16 Katerine

A ecologia pluralista das mídias locativas



Exposição Cartografias da Web Arte 3 x 3

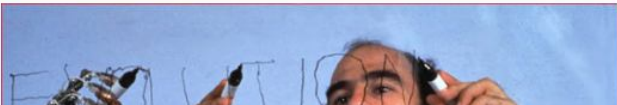
Bom dia queridos!

Seguem algumas informações sobre o texto que irei apresentar nesta quarta-feira. E uma apresentação que fiz para o SIC 2010 com alguns exemplos de Web Arte que utilizam mídias locativas.

Vale ver o site da pesquisa que está em constante atualização:

<http://territorialidadeterritoriality.blogspot.com/>

Apresentação Web Arte SIC





### 3. Final considerations: some preliminary results

15/23

In our research we conclude, also based on others experiences, that there is a consensus between graduate and undergraduate students: **Moodle platform is not always attractive. The encouragement for the use of Moodle in presential courses by the University occurs at a time when there are many other technologies, even more sophisticated, competing for the attention of the student.** As Pimentel reminds us: "The use of new technologies in schools is done traditionally with some lag in relation to their appearance" [5]. Although the vast majority of students have already had contact with Moodle, probably during the undergraduate course, it was not enough to guarantee that the site would be used with greater advantage by them.

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**Mensagens**

DANIELA PINHEIRO MACHADO KERN

Mensagens... 4

**Usuários Online**

**Descrição do tópico**

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**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- The participation of students was more pronounced in the forums. Still, the comments were posted, but did not generate debates, resulting in several topics with only one post – the post of the person who created it. The most used forum, with 32 entries, was the Pluralistic Forum. Of the 20 students enrolled in the course, 13 have posted some content in the forums. That was easier for those more participatory, a group of four students, with four or five posts each. The other students had an average of two posts, and some have posted only the required presentation of a paper in pdf format.

Moodle - UFRGS ▶ ART00040 - J (11/2) Alterar função para Ativar edição

**Participantes** ☐

 Participantes

**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN 4

Mensagens...

**Usuários Online** ☐

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- As we find out through the application of the second questionnaire, this time restricted to the components of the Special Topic III, most students endorsed the use of the forums to complement the discussions made in class, **but some suggested the exchange for a community in Facebook. Facebook is much more attractive than Moodle, considering design, functionality and ease of access. Being out of an academic environment makes people feel more free to provide feedback and so the discussions happen more naturally. Facebook was also mentioned for being a social network used by most students: in the first questionnaire, as we have seen, answered by 16 people, 14 said they use Facebook**

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**Participantes** ☐

 Participantes

**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN 4

Mensagens...

**Usuários Online** ☐

**Descrição do tópico**

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- **The initial proposal of designate a topic in the course Moodle page for each student to personalize it has not been very successful.** A few students set out to do it: in a group of 20 students, only five customized their topics. This resulted in some topics with many lost informations and others totally blank. In practice, the forums were much more used, a nonsense observation if compared with the outcome of the second questionnaire, in which most students said to prefer the topics for information sharing. They answered like that perhaps because they the topics of the discipline well prepared and organized, considering that all the course material was made available to students there. We believe that to answer this specific question, the students made the assessment of the topics created by the professor, and not of their own topics.

Moodle - UFRGS ▶ ART00040 - J (11/2) Alterar função para Ativar edição

**Participantes** ☐

 Participantes

**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN

Mensagens...  4

**Usuários Online** ☐

**Descrição do tópico**

*flickr* *Blogger* *Google* *youTube*

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- Perceived by our graduate students as an extra feature, it is needed much effort to ensure that they will keep the interest in participate and transform the Institutional Moodle in an useful learning resource. **The informal and nonacademic Facebook seems to exert a greater attraction with our public. Moodle was considered, in this first experience, more effective as a material repository (texts, videos, presentations) than as an environment for interaction and exchanging of ideas.**

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**Participantes** ☐

 Participantes

**Mensagens** ☐

 DANIELA PINHEIRO MACHADO KERN 4

Mensagens...

**Usuários Online** ☐

**Descrição do tópico**

*Flickr Blogger Google YouTube*

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**

- Finally, Callegaro's assertion continues to be an inspiration for future experiments in which we will try to more effectively engage graduate students with the academic discussions of the area, in a digital environment: "It is therefore important to pay attention to the site's interactive structure and proposal and know what we want with these activities [...]. The local group should to determine how to work and interfere so that a real interaction occurs at the global level; Brazilian Art teachers have a lot to research and invent in the Internet environment "[6].



Moodle - UFRGS ▶ ART00040 - J (11/2) Alterar função para Ativar edição

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Mensagens...  4

**Usuários Online** 






**Descrição do tópico**


     
flickr blogger Google youtube

**PLURALISMO NA ARTE MODERNA E CONTEMPORÂNEA**






# PPGAV students in Facebook 21/23



facebook  Pesquise pessoas, locais e coisas  Daniela Kern  Daniela Kern  Página inicial 

 Daniela Kern







FAVORITOS

-  Feed de notícias
-  Mensagens 32
-  Eventos 12


PÁGINAS E ANÚNCIOS





-  Anúncios
-  Revista-Valise





GRUPOS

-  História da Arte UFR... 4
-  IA UFRGS 11
-  **PPGAV - IA - UFRGS**
-  História da Arte - Uni... 20+
-  Associação dos Amig... 20+
-  LIBRI / BOOKS / LIV... 20+
-  Criar grupo...

APLICATIVOS

-  Aplicativos

**PPGAV - IA - UFRGS**  Sobre Eventos Fotos Arquivos  Notificações  

 Escrever publicação  Foto/vídeo  Perguntar  Carregar arquivo

Escreva alguma coisa.


40 membros · Bate-papo


+ Adicionar amigos ao grupo


**Marina Guedes**  
alunos de Pluralismo  
<http://www.facebook.com/photo.php?fbid=418176478215719&set=a.101577476542289.3469.100000701106978&type=1&ref=nf>  
lembra?


**Fotos do mural**  
Artista: Do-Ho Suh - "Karma", 2003, instalacao no Artsonje Center, em Seoul.  
De: Fernando Carpaneda

**O que as pessoas devem publicar nesse grupo?**  
Adicionar uma descrição

**Patrocinado**  Criar um anúncio

 **Antonio Carlos Paim**, Ana Bettini e Alucia Artes L'aviron curtiram B&H Photo Video Pro Audio.

 **B&H Photo Video Pro Audio**

**PPGAV - IA - UFRGS**  Bate-papo - (32)

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22/23

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Mensagens... 4

Usuários Online

Descrição do tópico



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