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Abstract

Art, Media, Science, Technology through border crossing *goes beyond nations, cultures, language...*

I was travelling in China this summer and I realized after all the exchanges with them, a certain fascination, a kind of open mind and already a certain vision for the people of China of the present world (problem of the planet) and a certain fascination of the learning process and problem solving.

Globally, students have demonstrated already their capacity to independently research a *target language culture, often employing global information and communication technologies*. It has been more about the students finding out about things, finding information themselves with some guidance, than the learning being teacher directed. We are now asking students to start with their own experiences and understandings and work outwards to a wider context, rather than beginning with the bigger picture which they are not always able to make connections with initially. Student learn how to navigate the virtual world of creativity of art, implementing Science and computer technology and my concerns are relate to the transfer of methods from one discipline to another and beyond Transdisciplinary, is nevertheless radically distinct from multidisciplinary and interdisciplinarity because of its goal, the understanding of the present world, which cannot be accomplished in the framework of disciplinary research.).

We explore the concepts of space, time and dimension without a specific background in digital technology to work in this manner. It concerns the dynamics engendered *by the action of several levels of Reality at once*. The discovery of these dynamics necessarily passes through disciplinary knowledge. Participants are able to manipulate image in all forms and environments as well as their knowledge of exploring approach of science like special visual color effect theory, different image formats and various software languages. The participants may come from all levels of education from High School College and University. I will attempt to demonstrate in this workshop the potential for the different technological tools and present a different vision to combine Science, Art and Technology through space, time and dimensions with the students.

Never than before the educators need to multiply intervention at so many directions to help the student through is process of creativity to understand the new dimension, a new way to proceed transforming pattern of work, the thinking process and use all the technological tool as Internet as a important complimentary element in the cyberspace without to ignore for the educators the importance of the foundation through is teaching process. The presentation is oriented to demonstrate, various strategies of how to develop a multimedia research methodology process. The strategic orientation of the method is based on **discovery**, as a starting point for beginning a process of research and analysis (accessibility, flexibility, systematically) **hibridity**, by mixing art, science and technology, through multimedia process. In This context, the main role of the educator in terms of Cyberspace (Internet) should consist of providing students with an environment that modifies spatial and temporal phenomena of discovery, **emergence** opening up places beyond the classroom. It is therefore necessary to "contextualize" essential knowledge, which is part of a problem solving solution.

The two major orientations of the suggested research method that I proposed for educators, was inspired by David A. Kolb's and his converging style who propose is experiential learning approach, and suggests that teachers handle problem resolution from a variety of angles and combining **sensorial approach such as vision, hearing, touch, smell and sometimes even taste** in Educational Technology (Pedagogical Visualisation Marton, 1992). A function that encourages student's touch a crescendo of media, which all modifies the perception of the "receptor," i.e. the groups of students. It therefore incorporates a transfer from the classical approach to the technological approach, clarifying all the object's parameters that facilitate beginning research. With these two methods the creation process, is approached from a problem resolution standpoint.

The orientation of the Workshop

Workshop goal

What I propose to educators during the workshop is to walk them through a few simple activities and demonstrate how their students' creativity can be enhanced with the use of multimedia, combining Art, sciences and technology.

An interactive Multimedia Process, Through Arts, Sciences, and Technology beyond the Boundary.

As individual/As a team

The presentation is oriented to demonstrate, various strategies of how to develop a multimedia research methodology process. The strategic orientation of the method is based on **discovery**, as a starting point for beginning a process of research and analysis (accessibility, flexibility, systematically) **hybridity**, by mixing art, science and technology, through multimedia process. In This context, the main role of the educator in terms of Cyberspace (Internet) should consist of providing students with an environment that modifies spatial and temporal phenomena of discovery, **emergence** opening up places beyond the classroom. It is therefore necessary to "contextualize" essential knowledge, which is part of a problem solving solution.

OBJECTIVES OF THE WORKSHOP

Challenge educators teaching technology and art today to enter deeply into the language of technology in its most popular forms, from music to the image matrix, while enhancing the artistic imagination in such a way as to stimulate critical reflection on the technological dynamo.

- Respond to the need of educators using interactive tools to understanding and using more effectively the transfer of a traditional approach of art combining multimedia, sciences and technologies with their student.
- Proposed to educators to experiment different interdisciplinary approaches and strategies while using interactive multimedia through Art.
- To explore with educators a simple series of scientific utility tools and activities to use in the classroom.
- Understanding of the immense impact of technology in every aspect of contemporary culture, particularly with regard to fundamentally altering the ways in which we communicate, circulate, perceive and imagine.

Interactive Multimedia Book for Educators, << The Bridge>> Dr. Pierre Pepin (PhD) Trans disciplinary Professor in Art Education, Science, Design, Media and Technology.

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