

A small collection of press covering the work of
Karen Hellyer, Arts Technology Educator



COMPUTER ART

New technology is common, new thinking is rare. - Sir Peter Blake

A Roadmap to Getting Started on the Information Highway

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This document is provided by CalTIP, a joint project of Far West Laboratory and the Santa Clara County Office of Education, funded through the California Department of Education.

Far West Laboratory

One of ten national educational research and development laboratories, whose mission is to improve the quality of education by helping policymakers and practitioners apply the best available knowledge from research, development and practice.

California Technology Information Project

CalTIP provides up-to-date information on technology-based resources to educators throughout the state, via our gopher server (198.49.171.206) and via our toll free number 800-240-2744. This insert is also available online via this gopher. Comments to CalTIP may be sent to CalTIP@sierra.fwl.edu.

Schools and Students Publishing on the Net

Students are not only consumers but also producers of online information.

Both teachers and students have used basic email to exchange and share different kinds of information online for a long time. This has included posting school publications, project findings, book reviews, etc. The advent of gophers and World Wide Web allows easier access and viewing. The "point and click" hypertext environment of WWW adds context and allows graphics and other media to be shared.

Monta Vista High School

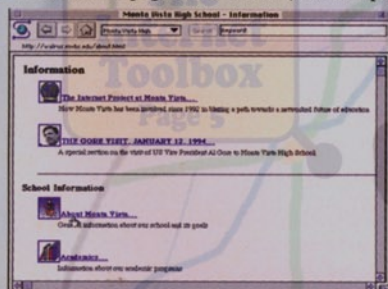
Cupertino, CA

<http://www.mvhs.edu>



We have been involved in using and finding ways in which the Internet can be applied towards K-12 education since 1992, and for the most part the server is student-produced.—Mark Wang, MVHS

At present MVHS's "home page" contains general information about the school, their involvement and projects on the Internet and links to other educational online sources. If you point-and-click on the Information button you will "hyperlink" to another page of information; for example,



Using the Fast Lane

If you're thinking of connecting several computers in your school to the Internet, you should consider connections other than ordinary dial-up. Your school could get a dedicated line to an Internet Provider, or to another educational institution. In this case your local area network is connected to a router, and a dedicated line is installed for access. You might also consider high speed dial-up via an ISDN line.

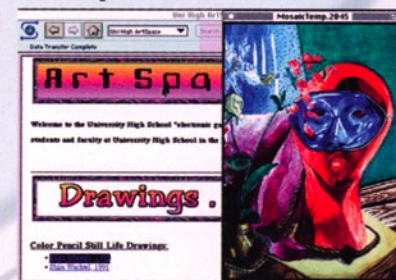
a map of the town, and a directory of the school alumni.

This is an inexpensive way for the student newspaper or yearbook to reach a broader audience.

University High Art Space

University High School,
Champaign-Urbana, IL

<http://superdec.uni.uiuc.edu/departments/finearts/art/artspace/uniartspace.html>



Using the analogy of an Art Gallery, University High uses this WWW page to exhibit their multimedia projects. It includes different art forms from Still Life to Mixed Media, with future additions to include Quick Time videos. The students can share samples from their portfolios and build up image catalogs. We thank University High School Art Teacher, Karen Hellyer, and students Ahn Van Ho '91, Ellen Wheeler '91, and Shira Wachtel '91 for their contributions.



High speed access has many advantages. You can utilize WWW readers like Mosaic to point and click and navigate the Internet in interesting ways. Ask Internet Providers for the list of schools they have set up and support. Identify schools and staff in your area that already have a full connection and ask them for their advice about setting up and maintaining their server.

San Francisco Unified School District

San Francisco, CA

<http://nissus.sfusd.k12.ca.us>

San Francisco Unified School District demonstrates how administrators, school districts, teachers, and students can utilize this technology. School Accountability Report Cards (SARC) are now online. By pointing and clicking you can get a comprehensive listing of and information on San Francisco Public Schools.



Sharing your work with real audiences is important for all ages. Yvette Sagan, Special Education teacher (grades 3-5) and her students at Bryant Elementary School visited Muir Woods in the Northern California Bay Area. Afterwards, they went into their computer lab, managed by Virginia Davis, to create multimedia presentations to show other students at the school. They used color images, sound and text in three languages (English, Spanish, and Chinese). Each of these documents was placed on the menu of their school LAN and made available to all. The intricate and colorful picture of San Francisco shown above was created by one of her special education students. Imagine how proud this student is knowing that his special picture can be seen and appreciated by people all over the world.

Modem Speed Limits

This is approximately how long it takes to transfer a picture of these sizes at these modem speeds. A Mosaic graphic is typically 100KB.

Baud Rate	300KB Picture	100KB Picture
2400bps	16.6 minutes	5.53 minutes
9600bps	4.17 minutes	1.39 minutes
14400bps	2.78 minutes	55.6 seconds
56000bps	42.9 seconds	14.3 seconds
1.54Mbps	1.55 seconds	.52 seconds
45.00Mbps	.05 seconds	.016 seconds

class
act*a look inside the classroom*

state of the art

Students' electronic art gallery offers medium for idea exchange

By Melissa Mitchell

While critics of the Internet complain that the medium should be regulated to prevent children from being exposed to pictures of questionable content, high school art teacher Karen Hellyer is exposing her students to the positive side of digital-image transmission.

For well over a year, Hellyer's students at the UI Laboratory High School — Uni High, as it's more commonly known — have been exhibiting their drawings, paintings, photographs and other forms of original art in an electronic gallery called ArtSpace. Anyone with access to the Internet's World Wide Web can visit ArtSpace, which Hellyer said was the first high school art gallery on the Net. She designed the on-line gallery with the hope that it would stimulate a cross-fertilization of ideas that would extend not only to students, but to art educators worldwide.

"I wanted to have a place where people could access examples of student work, and where students could exhibit work in a non-threatening environment," Hellyer said.

Student work included in the gallery is accompanied by class assignments. That educational component meshes well with Uni's mission, Hellyer said, because "part of the job at a lab school is distributing curriculum information to the world."

works to download software and images for classroom use or learn to design independent-study experiences using Hypertext Markup Language, or HTML, format used to create Web documents. The potential for artistic collaboration is limited only by the

"I wanted to have a place where people could access examples of student work, and where students could exhibit work in a non-threatening environment."

—Karen Hellyer

On-line galleries are just one way art students and educators are learning to use network technologies to exchange ideas and support educational goals, said the art teacher, who recently demonstrated the benefits to peers at the National Art Education Association's convention in Houston. For example, teachers can tap into net-

imagination. Hellyer's students proved her point recently when they created works based on the ideas of Stephan Shrem, a New York artist, musician, songwriter and poet who creates three-dimensional sculptures called "Shremographs," which he exhibits online.

"The kids found the site on the Web, and

I seized the moment and said, 'Hey, this would be a great project,' "Hellyer said. After studying Shrem's on-line images, the students made sketches, then created their own Shremographs. Next, the students' work will be photographed, scanned and forwarded electronically to the artist for his perusal. Hellyer, who contacted Shrem at the outset of the project to gauge his interest, said, "He thought it was cool."

Beyond the hipness and the hype, however, there is nothing particularly extraordinary about artists' desire to master the electronic media, Hellyer said. "Artists always have taken advantage of technology. When acrylic paint was developed, that was a breakthrough from using oil or tempera. It's your job as an artist to find out what your medium can do best that no other medium can do."

ArtSpace's Web address is <http://www.uni.uiuc.edu/uniartspace.html>. For more art-education resources, go to: <http://www.uni.uiuc.edu/departments/finearts/art/docfiles/handpix.html>. ▼

Online art gallery gets new look

Hellyer and Hajj make changes, relaunch Web site

by Katie Schrepfer
News Editor

When she started her class project for a graduate-level course in curriculum and instruction at the University of Illinois, art teacher Karen Hellyer never thought she would wind up receiving compliments from around the world.

Hellyer's project was ArtSpace, the first online gallery of artwork by high school students.

She opened ArtSpace in March 1994. Together with senior Usama Hajj, Hellyer has revised and enhanced the gallery, relaunching ArtSpace earlier this year on March 1.

ArtSpace now features more than 200 pieces by current and former Uni students.

Hajj, who taught himself HTML (Hyper Text Markup Language) in 1993, began working on the page at the end of the 1995-96 school year. He said he changed the site's entire look, re-touching the "old stuff" and improving the flow.

Hajj designed all the logos and fonts into the site. He tried to keep things as simple as possible so the gallery could be easily viewed from home.

One important thing Hellyer included in the site was a section for updated assignments.

She did this so art teachers from other institutions could visit the site and get ideas for assignments.

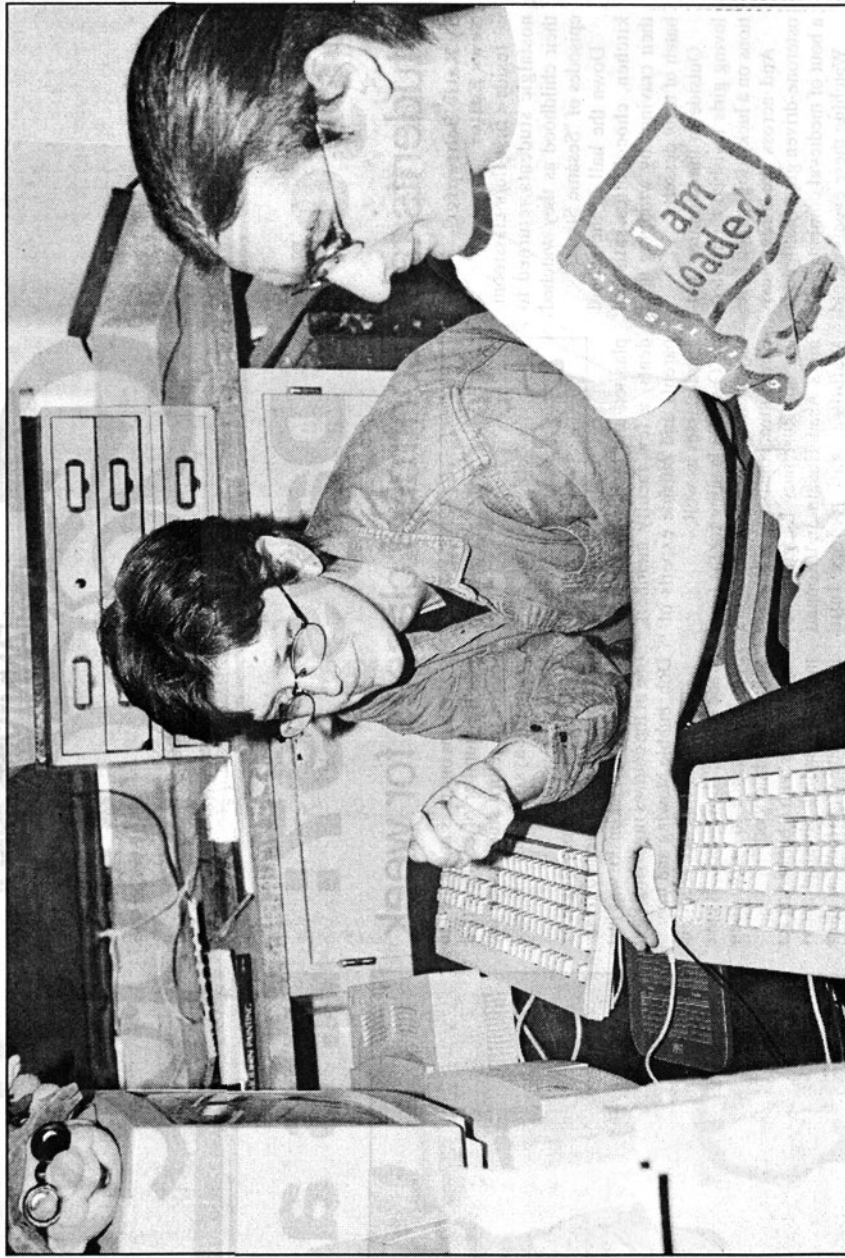


Photo by Katie Schrepfer
Art teacher Karen Hellyer and senior Usama Hajj gaze admiringly at the revamped version of ArtSpace, the first online gallery of artwork by high school students. Hellyer and Hajj revised the original site and relaunched it on March 1.

Hellyer and Hajj divided other sections of the gallery into separate media categories.

For example, slides of plaster sculptures which have been scanned in are included in the "objects" section. There is another section featuring some 50 self-portraits. Additional sections are devoted to painting, drawing and computer graphics.

Although the new version of

ArtSpace is "a lot better" than the original, according to Hajj, several people didn't see anything wrong with the old version.

For example, the SEABA Journal, a publication put out by CalTIP, a joint project of Far West Laboratory School and the Santa Clara County Office of Education, featured a full-color article with images from the site and distributed it to about 45,000

elementary and secondary teachers. But that's not all the publicity the gallery has received. After surfing the Net, Mika Hamalainen, a teacher at the University of Arts and Design in Helsinki, Finland, e-mailed Hellyer asking for permission to download images from ArtSpace to use at the school.

Though the project has been a lot of work, Hajj and Hellyer are proud of what they have accomplished, and they enjoyed putting in the effort.

"It's just been a whole heck of a lot of fun," Hellyer said.

Editor's note: If you want to join the estimated 160 people who have visited ArtSpace already, you can check out the site at www.uni.edu/unartspace.html.

spin off

On-line art gallery well-received

By KATIE SCHREPFER

URBANA — When she started her project for a graduate level course in curriculum and instruction, Karen Hellyer never thought she eventually would be receiving compliments from around the world.

Hellyer's project was ArtSpace, the first on-line gallery of artwork by high school students. The University High School art teacher first opened ArtSpace in March 1994. Together with Usama Hajj, a senior at Uni, ArtSpace was revised and relaunched earlier this month.

ArtSpace now features more than 200 pieces by current and former Uni students who have taken art classes at the school.

Hajj, who taught himself HTML (Hyper Text Markup Language) in 1993, began revising the space at the end of the last school year. He said he changed the entire look, trying to make it flow better and retouching the "old stuff."

Hajj designed all the logos himself, incorporating different colors and fonts into the page. Another main focus was keeping the page simple. He wanted it to be simple as possible so people could view it from home without having to have too much "fancy equipment."

One important thing Hellyer included is a section for updated assignments. She did that so other art teachers and institutions who visit the site may get ideas for assignments. Other sections cover media categories. For example, slides of sculptures which have been scanned-in would be under the listing "objects." Another section features about 50 self-portraits.

Although the new version of ArtSpace is a "lot better," according to



News-Gazette photo by Robin Scholz

University High School art teacher Karen Hellyer, left, and senior Usama Hajj with the before and after programs for ArtSpace. Hajj designed the latter version.

Hajj, several people didn't see anything wrong with the old version.

The SEABA Journal, a publication by CalTIP, a joint project of Far West Laboratory School and the Santa Clara County Office of Education, featured a full-color article about ArtSpace. The publication is distributed to about 45,000 elementary and secondary teachers.

But that's not all the publicity the page has received. After surfing the Internet, Mika Hamalainen, a teacher at the University of Arts and Design in Helsinki, Finland, e-mailed Hellyer, asking permission to down-

load images from ArtSpace.

Though revising ArtSpace required a lot of work, Hajj and Hellyer are proud of what they accomplished together, and they have enjoyed doing it.

"It's just been a heck of a lot of

fun," Hellyer said.

Katie Schrepfer is a sophomore at University High School.

Want to visit?

To visit ArtSpace, click at www.uni.uiuc.edu/uniartspace.html
Urbana High School also has an on-line gallery of student art works. To see it, click at www.cmi.k12.il.us/Urbana/projects/UHSart/mainartery.html



photo courtesy of Karen Hellyer

Karen Hellyer gets ready for another day of work in the trying climes of California, where she taught a summer workshop for students interested in designing Web pages to display their stories and artwork.

Hellyer shares computer skills at San Fran Digital Media Center

by Erin Trouth
Gargoyle Staff Reporter

Uni art teacher Karen Hellyer spent five weeks in California this summer teaching a workshop on computer design to middle- and high-school students at the San Francisco Digital Media Center.

The purpose of Hellyer's workshop was to teach teenagers how to design and create a Web page for stories they wrote.

One group met in the morning and wrote stories for the Web site. For example, one boy designed a story with bookmarks depicting various people and things important to his life, Hellyer said. When the bookmarks were clicked, the book would open to a section of the story about the highlighted items. The group had several teachers other than Hellyer, so all the students got lots of personalized help with their stories.

The other group of students was in

an eight-week course and had been meeting for three weeks before Hellyer arrived. When Hellyer arrived in early July, the group had already learned the basics of Web page design, so she helped the students plan what they wanted the page to look like. She also helped them design the site. The students, she said, "did the artwork themselves. I did a little, but mostly it was theirs. And it all looks really cool."

According to Hellyer, the stories on their Web page are also really neat. She encourages Uni students to visit the site. Anyone who visits can also contribute stories to the story vault.

The address of the site is: <http://www.well.com/user/sfdmc/Storyplace/vault.html>.

Except for some minor details, the page is up and running. Hellyer plans on asking English teachers to encourage students to submit their stories to the vault.

Working at SFDMC taught Hellyer to appreciate the resources we have

here at Uni. The media center had only one ISDN line for the whole building, which basically means that connections to the Internet were very slow.

There were also problems with overburdened computers freezing up. According to Hellyer, "These are problems that a lot of people have to deal with, but coming from here, it was very trying."

Nevertheless, Hellyer said she really enjoyed her five weeks at SFDMC. Since she was living in the same place as she was working, it was a very intense experience. When she got up in the morning, she was immediately at work. By the end of the five weeks, she said she wished for a room with more privacy.

Now that she's back home, she plans to try creative storytelling techniques in her classes similar to those she learned at the workshop. "Everyone has a story to tell," she said. "With places like the story vault, people can share them."