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Nota di contenuto	Chapter 1. Educating the Artist with Technology? -- Part I:Arts in Practice -- Chapter 2. Articulating Theatre Students' Conceptions of Movement in Body-Time-Space through Video-based Peer Critique -- Chapter 3. Supporting Mental Practice with Digital Resources in Gamelan Performance – A Personal Narrative -- Chapter 4. Supporting Fashion Design Students' Metacognition during Patternmaking with Canvas™ Tools -- Part 2: Conceptual Understanding -- Chapter 5. Understanding Dance Production: Blending Learning from Online to Classroom to the Stage -- Chapter 6. Culture, Media, and Self-Identity – Supporting Students' Expression of Thinking with the OPINE Framework -- Part 3: Products in Design -- Chapter 7. Developing Design and Media Students' Capacity for Design Rationalisation with Electronic Portfolios -- Chapter 8 -- Creative Inquiry in Graphic Design: Studio Habits in an Integrated Arts Project -- Part 4: Institutional Contexts -- Chapter 9. A Professional Development Workshop for Supporting Artist Educators' Creation of Technological Pedagogical Content Knowledge -- Chapter 10. Creating Institutional Technological

Sommario/riassunto

This book is an inquiry about the possibilities of using technology to support the education of artists within higher education contexts. Even though technology-enhanced learning and teaching may seem incongruent with the long-established studio-based cultures of making and performing, it is increasingly becoming a pivotal point to connect artistes to potential audience and markets. Amidst the COVID-19 pandemic, technology is also the crucial linchpin for educational continuity of student artists. This book explores how technology could enhance the education of artists and designers as they continue to create, make, and add value to life and society through their artistry. It draws upon the experiences of the Nanyang Academy of Fine Arts (NAFA), a pioneering arts institution in Singapore with over 80 years of institutional history. Through 9 vignettes, this book illustrates technology-enhanced pedagogical practices that have been implemented in different artistic learning spaces including classroom, studio, and stage as well as institutional support strategies. With a naturalistic stance, these chapters seek to illuminate realistic pictures of teaching and learning that are being uncovered by artist educators as they sought to integrate technology within teaching practices using available technologies and within the classes that they are teaching. It is hoped that this book will stimulate conversation among artist educators about possible pedagogical models, as well as inform higher arts institutions about the contextual strategies needed to support the creation of technology-enhanced pedagogical practices. .

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