

NYSDE AMICO/DOCEO COLLABORATION SITE VIST REPORT NARRATIVE SUMMARY

OVERVIEW

Overall feedback from teachers:

Site is too feature-heavy for the majority of teachers interviewed

Many said that the site is not "user-friendly" (various meanings for this depending on context)

Teachers who had the opportunity to look in depth at the site concentrated on one section (eg: Lesson Plans, Gallery of images, Online Classroom/create an assignment)

Very few teachers could say that they felt 100% comfortable exploring Doceo for themselves, only one said that she was comfortable using Doceo with her students, all except one teacher had significant technical (or "interface") problems while exploring the site

Features:

Most teachers said they concentrate on only few areas of most websites. Popular Doceo areas include: Lesson Plans, Whitney images

(although they preferred the range of eras/styles available on AMICO), and the Online Classroom teachers liked the idea of the journal, but did not find the current iteration useful to use with students or on their own

One teacher was using the Flipbook areas with her students with good results

Teachers and students had trouble using the Timeline area

AMICO vs. Doceo

Most teachers used "AMICO" and "Doceo" interchangeably, not fully realizing the difference between the 2 separate projects

Generally, teacher chose either AMICO or Doceo to explore in this phase of the project, depending on their classroom needs

Some teachers replicated the activity we introduced in the training workshops - finding an image on AMICO and importing it into a Word document (variations in specific projects)

One teacher was able to construct an Online Classroom assignment using images from AMICO in the Doceo "create an assignment" area, but was not sure if this was something he could replicate with his students

Suggestions:

Overall, the teachers seem overwhelmed by the many features available on Doceo, and are confused by the lack of connections between AMICO and Doceo.

Teachers who had no technical problems using the website seemed enthusiastic about a "scaled-back" version of Doceo that incorporated the breath of AMICO's database with the lesson plans and some of the student-oriented features of Doceo.

Some suggested that they not be Shockwave games so that work could be saved and inserted into a student portfolio.

Teachers with less reliable and speedy Internet access were looking for a site with fewer "bells and whistles" to use with their students in the short classroom periods available to them. These teachers were generally looking for images to share with students to spark group conversations or studio art activities.

Specific suggestions for changes to the site:

Direct links to other educational and art-oriented websites (embedded in lesson plans and throughout site)

Visual tutorials and help/reference files

Downloadable templates for doing classroom projects (on- and off-line)

Simplicity of AMICO's interface could be emulated by Doceo

Categorized lesson plans (Yahoo style) as opposed to search engine/pull down menus

Have AMICO and Doceo integrated into one site, possibly with ArtMuseum.net (more info on artists available here)

More contemporary artists represented in AMICO and Doceo databases of images

Would like more activities for teachers to use with a class of kids and one computer (screen would be projected to whole class)

More lesson plans that can be done in one 40 min. period

Be able to print out everything on the site more easily

A drawing program built into the Journal area

Images as central component to website

Gear some of the site towards younger (K-2) children

Publish email-newsletters with references to updated materials and new lesson plans/conversations in the message boards

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: May 25, 2000
Newburgh School District

Use of Doceo, AMICO, other sites

AMICO. Doceo feature lesson: Looking at Works of Art

Project(s) with students:

In collaboration with the other art teacher at her school, she took her students to Storm King to look at sculpture. The students did drawings while they were there- three views of a sculpture. They also wrote poetry in response to the sculptures. One teacher followed up in the classroom by having the students create watercolors of the drawings and write the poetry in calligraphy.

Ms. Lewis had her students come back and do sculptures based on Calder combining flat planes. She took 3 images from AMICO and put them on a floppy disk (she did this at home). Each disk had an artist and a set of questions as well as a word bank. She really used AMICO as a database resource. She also printed out a bunch of images from AMICO and used them in the visit to Storm King.

At the parochial school, the teacher there has K-8 and sees her students once a week. The students had to pick an artist and do a biography. They had to complete a portrait of the artist, and then a work of art in the artists style.

This teacher had a hard time finding appropriate resources and biographical information. She has less access to technology and wasn't clear on the AMICO project. She hopes to work with more of the sites this summer.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

Yvette is not yet online in her classroom, where she has 3 brand new G3's. But the lab is fully networked and online. She often takes her entire class to the lab for the whole period.

Didn't have enough time to finish a project before the visit. Not enough implementation time.

Couldn't get big images from Doceo so she got all her images from AMICO.

Could only zoom in on details.

Doesn't feel comfortable enough with Doceo to introduce it to her students.

During Whitney training, she felt she was shown too much, she was confused about what was expected from her. First they wanted them to use AMICO, and then Doceo- it wasn't clear.

Description of what was useful about Doceo/AMICO:

Felt that the AMICO site was very accessible. She has been using it a lot at home and loves the way the site is organized, likes the way she can enlarge images.

She adapted Doceo questions to how she structured the art criticism questions. She also found several other models on the Internet and used a combination of all of them.

Says that she has changed some of the dynamics of her classroom to incorporate these new ideas. Says she has a lot more interaction and discussion.

She got good ideas from the team leader brainstorming session. Using the Looking at Works of Art framework into an essay assignment.

Internet tools and features that educators need or want on Doceo/AMICO or other sites:

Would like a tip sheet on how to post work to the Whitney site.

Would like some more on site support. The training day in Saugerties was not enough.

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: May 30, 2000
Queens School District

Use of Doceo, AMICO, other sites:

Teacher found good images on AMICO.

Project(s) with students:

Photography teacher is working on faces from modern day life. He had shown his students portraits from 3 different newspapers to compare them. Used the timeline to have students compare portraits from different eras.

Used AMICO to have students compare two images.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

Images

Could not click on and enlarge pictures from the timeline. Had to go back into the gallery.

Pictures took a very long time to load (Doceo) Teacher could not figure how to upload his own images onto Doceo. Spent a week at home trying to figure it out.

When you zoom in on image, you only magnify a portion of it. Wants to be able to blow up the whole image to print a full page.

Couldn't get images from AMICO into Doceo- should be a greater compatibility between the two.

When you select an image from "Image Picker" you cannot see all the images- can only see them ten years at a time.

Teachers found image picker very confusing.

Would like images cross referenced, or be able to search images other than chronologically.

Don't want the information right next to the photo.

Printing

Had a lot of trouble printing out images from Doceo. When printing, images are cut off and dissected by page breaks.

Background color fields print underneath text and all printer ink is used up.

One teacher was so frustrated in her efforts to print her materials, that she ended up going to Staples to make a transparency from the catalogue.

Need to have the resources working as hard copy, and right now they don't.

Interface

Doceo not user-friendly without a lot of expertise (more than many of these teachers felt they had)

More than students can handle in a 45 minute period.

Teacher felt that he needed to give up a whole period just to teach the kids how to use the site.(Doceo).

Teachers felt that the site was too complex. They would like it to be simpler. Even if it was simply a good database of images, some would use it more.

Navigation is horrible.

Too time consuming.

Interface is not intuitive, confusing. Would like an easier interface.

Online Classroom

One teacher could not get her students logged onto the online classroom. When students logged on, every other student name changed to their name.

Saving

Save buttons do not work well. When you save, you are taken all the way back to the home page, which presents a waste of time for busy teachers.

Didn't save most recent version.

Templates/Lesson Plan

When you type in the text boxes, can only see three lines of text.

Teacher could not do the flip books.

Lesson Plans wrap all the long lines together, even if user hits return, it doesn't take you to the next line. Teachers felt that they didn't like the way their work looked in the template- that they would be embarrassed to post it because they couldn't customize it.

In Lesson Plan, teachers cannot italicize, or bold, or spell check.

Tried to edit a lesson and couldn't. Tried to make a change of a typo and he couldn't correct it without redoing the whole thing.

School Logistics

One school is just beginning to get access. This photography teacher has no access to the internet in the classroom, he took his students to the computer one by one.

Teachers felt that they need longer periods with their students in order to incorporate these tools effectively.

AMICO

Teacher had a lot of problems searching AMICO.

Had trouble making a slide show in AMICO.

General

Teacher asks, How will this site enhance teaching?

Many teachers feel that it is still technology for technology's sake only. Many of them are much happier to scan their images and feel like all the work they did with Doceo was a struggle.

Teacher asks, is this cost efficient?

Teachers across the board did not feel that they had received enough training to use the site.

The students get very frustrated when a site is slow.

Teachers expressed that they don't really need flip books and timelines, that these take up space on the site (except for the photography teacher who had made a lesson from the timeline). They wanted to see more attention paid to the database.

Shockwave is causing a lot of problems. Filtered Internet access often will not allow the downloading of 3rd party software.

Description of what was useful about Doceo/AMICO:

The Resources: Lesson Plan was the most useful portion of the site.

Teacher liked being able to search images chronologically.

Looking at a work of art guidelines were useful.

Many teachers felt that the lesson plans were very good. But they also expressed that they don't really need help creating a lesson plan.

Teachers thought that AMICO was easy to use. But they wanted more information about artists- or at least more links to other resources.

Internet tools and features that educators need or want on Doceo/AMICO or other sites:

Allow printing in text only- right now, Doceo prints what is on the screen which involves a lot of ink and a lot of extraneous information. (the heading, the design, etc.)

Would like to see all the text being typed into text boxes- right now can only see three lines at a time in the template.

Use an MS Word template for the lesson plans. Even if teachers have to work off line and then submit them, they would prefer this so that they can customize what they are doing.

Would like to link to guidelines for citing online sources, so that they can teach their students how to quote the web.

Should be able to view all images when selecting from the image picker.

Simplify. The site tries to do too much, and so doesn't do any one part sufficiently well.

Teachers would like to collaborate online, would like to be able to send lessons to each other through a simple e-mail function.

Would like to be able to edit the lessons they are working on or at least be able to have a working version.

Would like to see the site inspire sharing among teachers, and to promote teacher to teacher training.

Better database.(Doceo)

Should be able to import non-Doceo images into the timeline.

Would like to be able to create joint classrooms in Doceo- so that teachers could collaborate with one another online. Students could see how other students are responding to the same lessons.

They want more flexible templates.

They would like to be able to add images to the lesson plan.

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: May 23, 2000

Yonkers School District

Use of Doceo, AMICO, other sites:

Project(s) with students:

Elementary art teacher is doing a project on gardens, and her students are making pop-up books. Theme for this school year is flora & fauna. She has used AMICO for this project. Also doing a project on the Peaceable Kingdom mural. Students chose animals and looked for images of these animals on AMICO and they wrote about the images. Has only been using AMICO for the last three weeks, so she's still working to incorporate the new tools into her curriculum and needs more school based support.

A project about Cherry Trees- the students did their own painting inspired by Chinese and Japanese paintings of cherry trees that teacher printed out from AMICO.

English and Social Studies teachers were having their students (middle school) locate images of immigrants and create a wall on-line. Students would also create works in response to 6 works of art that reflect immigration in the U.S. The goal is to tell the story of an immigrant family.

They mostly used the Smithsonian and Library of Congress websites. They used images on overhead transparencies to analyze photographs. The analyzing images guidelines were taken from Doceo. Their students designed a rubric for the project.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

The school's internet access is so filtered, they can barely get any information. Students cannot print or save on computers. The art teacher is finding the images on one computer and printing them out on another.

Having trouble downloading images from AMICO. Day in Saugerties was not enough training.

Teacher has to preview images from AMICO to avoid erotic content.

Although the English and social studies teachers looked at both Doceo and AMICO, they said that neither met their needs. These teachers did not have internet access until the middle of April.

Information that was relevant to their immigration unit was difficult to access and download.

Although the workshop was helpful for the teachers, they did not feel they learned enough to then go back into the classroom and download and save information.

So much school time is now allocated to testing, there really isn't enough time to work with implementing new tools and concepts. Especially when the teachers are on a learning curve.

Teachers need more training. The training came too late in the year- case of bad timing. This teacher likes to introduce all new concepts at the beginning of the year, so she will really start in the fall. Will use the summer to become more familiar with the sites.

Image gallery on Doceo is very limited. Very difficult to use for lesson that are based in pre-20th century artwork.

Computers in classrooms don't have printers.

Description of what was useful about Doceo/AMICO:

Likes working with database resources- teachers can get in, find what they need, and get out. Less teachers are looking for an online experience.

Teachers found the content useful.

Got good ideas from looking at Doceo lesson plans.

Teacher liked flip book.

Internet tools and features that educators need or want on Doceo/AMICO or other sites:

One teacher expresses that she really wants some on site support.

Basic computer training.

Wants to make a slide show.

Would like some human support.

Teachers would have liked more time to experiment and play.

Teachers need practical tools, not games.

Would like more of a mentoring model.

The function of the team leaders could have been clearer.

Should look at how team leaders are chosen, their buy-in is crucial.

Doceo should have more links to other resources.

Teacher would like an online test about looking.

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

Teacher expressed desire to have an AMICO for kids, with links from each artist to additional online resources.

Summer institute to work on integration of sites for the fall.

Doceo should frame AMICO in a way that is useful for teachers.

Teachers would like to keep their access to AMICO.

Doceo usability for students is primary.

How can Doceo help students and teachers to be more self-directed?

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: May 31, 2000

Bronx, District 12

4 teachers + Doris Cordero (team leader/ district arts coordinator)

Use of Doceo, AMICO, other sites

4 teachers (elementary school level) looked at Doceo and AMICO and brainstormed ways to use in classroom, but were not able to use effectively with students.

Project(s):

Lesson Plans

Maria Liu was inspired by the “jazz/music” lesson plan on Doceo to do further research and develop a multi-session curriculum that integrated contemporary art and music into her 4th and 5th grade classrooms.

Joy Paes scaled down a lesson plan and worked off-line (at lunch) with 3-4 students using images found on AMICO and in books.

Sephora Escarpeta printed out images and made laminates and used them to spark a group discussion centered on the “Looking at Works of Art” lesson plan on Doceo.

Online Journal:

Neela Steiner had her students write in the Journal section of Doceo website, but became frustrated with limitations of medium and switched to paper. (She thought the journals didn't save, but some entries were archived on site.) This teacher spent a lot of time on Doceo and has wonderful suggestions for improving the site.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

DOCEO:

Overall: major printing problems and frustrations

Overall: general feeling that site is not “user-friendly” or built for teachers

Couldn't find the images that teacher wanted to use with students, looking for more contemporary images.

Couldn't use the lesson plan as it was developed by the Whitney because it was too detailed for most students (elem. school aged) to comprehend or finish in the limited amount of classroom time.

Many teachers felt that the log-in process should be reversed – that the default is for STUDENTS to log in (supported by observations of how students typically log onto the Doceo website).

Took ideas from lesson plans and created off-line activities that were more easily integrated into computer lab without Internet access.

Unable to access entire right-hand side of navigation structure (flipbook, journal, my pics, etc.) via WEB TV (the home computer platform for some teachers)

Journal: had trouble logging and entering/saving information

Gallery: unsure how to print out images and text together (only text prints out)

Lesson plans: able to add images??

Internet access is not consistent throughout district

AMICO:

Had trouble finding particular artists (teacher was not aware that database is incomplete), search engine is difficult to use at first

Description of what was useful about Doceo/AMICO:

Loved that students could choose to look at artists that they were interested in, rather than just teacher's choice or limited to books in classroom.

Internet tools and features that educators need or want on Doceo/AMICO (or have access to on other sites):

Activities that are designed to be done at home or over several class periods

Be able to print out everything on the site more easily

Separate sections for teachers, parents, and students with links to targeted resources and activities (as found on School.Discovery.com)

More links between Doceo, AMICO, and ArtMuseum.net

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

Would like more activities for teachers to use with a class of kids and one computer (screen would be projected to whole class)

More lesson plans that can be done in one 40 min. period

Wanted access to more contemporary (20th century) images (w/ supporting information on artists) on AMICO website

Ability to illustrate in the Journal section

(from arts coordinator for District 12) More connections to 4th grade standardized tests (especially new visual literacy questions), better publicity and advertising

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: May 12, 2000

Northport High School: 3 teachers including team leader and art teacher Robin O'Neill-Gonzalez
St. Paul's Lutheran School: 1 K-3 art teacher

Use of Doceo, AMICO, other sites

4 teachers (high school level) looked Doceo and AMICO adapted various sections to use in preparation for classes or with students in a computer lab setting, 1 teacher (elementary school) used Doceo to find lessons plans that used specific art materials.

Project(s):

Doceo:

Robin O'Neill-Gonzalez (art and media teacher) explored many sections on Doceo: thought about ways to include Timeline feature in a video project she was doing with students looked at Journal feature

tried but had too much trouble with Online Classroom to implement with students

created lesson plans that combined AMICO with Doceo (e.g.: "Looking at a Work of Art").

Constance Wolf (studio art and art history) tried to use AMICO with her AP Art History students, and spent time on Doceo looking for lesson plans (at urging of team leader) and contemporary images to use with students in her studio art class (studying Jackson Pollack).

Linda Quinn (computer art teacher) had planned to implement a lesson plan from Doceo in her classroom but was sidetracked by mentoring/student teaching responsibilities.

Judy Korsh (elementary school art teacher) used AMICO to research images, and looked at Doceo's lesson plans (used an adaptation of "Assemblage/Advertising Poster" lesson with students).

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

DOCEO:

Major printing problems and frustrations: inkjet vs. laser situation, bad formatting, HTML code included in print-out, images not printing out with text, etc.

One teacher had a lot of trouble figuring out how to log on to Doceo altogether.

Adding students to Online Classroom is too confusing, help sections are not helpful enough

Art in Classroom section has repeating lesson plans

Could not figure out how to use Timeline with students, could be age-appropriateness problem

Online Classroom was not something that has an application in this high school classroom
Lesson plans require a lot of prep time

AMICO:

Advanced search did not work properly or intuitively (can't search for 2 keywords together, e.g.: "ceramics" and "American")

More in depth information on artists and images, "the story of the image"

Experienced frequent "freezing and crashing"

No real modern/contemporary work available

Description of what was useful about Doceo/AMICO:

Liked *idea* of using website with students and to prep for classes (but not current implementation)

Great ideas and inspiration for classroom projects (offline).

Love having access to Whitney images

Internet tools and features that educators need or want on Doceo/AMICO (or have access to on other sites):

More open template for lesson plans, with separate "organizers" for students and teachers

Would like to export text from site to other software programs for modification and better presentation (e.g.: Word or Power Point)

Ability to import a lesson plan from hard drive

Ability to use as "mid-class research center" – pull up an image to discuss or compare in class

Compare/Contrast features

Teacher and student portfolios (lesson plans w/ images attached, student work that combines assignments from various Doceo section).

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

Lists of additional resources/links included with each lesson plan

Links to other art-related websites (both professional and amateur)

Relationship with Amazon.com (or equivalent) for schools to buy books and videotapes

Better administration tools for teachers-- primarily to manage student access to site

Visual tutorials and help/reference files

More Whitney images (200-500)

Gear more of Doceo and AMICO towards using with younger (K-2) children

Redesign site so that images become more central to the design, navigation, and *content* of website (as opposed to lesson plans or games) – very important to these teachers

Better publicity, postcard reminder of URL

Publish email-newsletters with references to updated materials and new lesson

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: June 1, 2000

Saugerties School District

3 teachers from Saugerties High School + Lucy Barbera (team leader/ Ulster BOCES)

Use of Doceo, AMICO, other sites

Primarily used AMICO to gather images for offline classroom and homework activities

Used Doceo feature lesson: Looking at Works of Art

Project(s) with students:

3 teachers in the Saugerties high school used the AMICO site with their students to support a classroom project:

In an English classroom (Dorothy), students searched AMICO for images that related to a poem that they studied (curriculum unit on “imagery in poetry”), then created a document on the computer that discussed why they chose to illustrate their poem with a particular image

An AP History teacher (Mike Riley) who frequently uses technology in the classroom assigned his students the task of finding images on AMICO that related to their history curriculum

An art teacher (Tor) used the Doceo lesson plan “Looking at Works of Art” as a jumping off point for creating computer-based documents that compared works of art found on the AMICO website.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

DOCEO:

None of computers in the school were capable accessing the Doceo images w/ Live Picture zoom functionality (Microsoft Proxy Server conflict).

Nameservice problem between Whitney.org and Echonyc.com. Became clear that teachers did not distinguish between Whitney.org and WhitneyDoceo.org.

Teachers did not explore the Doceo lesson plan bank because they had problems printing out lessons for themselves.

Teachers tried, but were able to create an online classroom for their students. (classroom code problem)

Teachers and students alike did not understand Timeline features.

AMICO:

Some teachers had problems searching the AMICO site with their students – the page would not “refresh” and allow them multiple searches. Also were not able to access the “portfolio” feature on AMICO.

Problems with image citations because AMICO meta-data does not download with image; they must go back and copy/paste.

Teachers had students who were searching for (and finding) erotic images, which is expressly against school policy

Description of what was useful about Doceo/AMICO:

Teachers were very positive about using AMICO in tandem with current curriculum. They liked the idea of a large database of images that can support what they are already doing in multiple subject areas. Use of AMICO images also enables them to integrate other software tools (such as Word, Power Point, and HyperStudio) into their curriculum.

Two out of three of the teachers showed an interest in using the Online Classroom area of the Doceo website with their students. They couldn't comment any further on that feature because of the technical problems they experienced along the way.

AP History students were very impressed with Doceo's interface – liked the use of color and the organization of the website

Internet tools and features that educators need or want on Doceo/AMICO (or have access to on other sites):

Tutorials on how to use various areas of AMICO and Doceo sites.

Doceo should have more links to other resources.

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

Simpler interface for Doceo (more like AMICO).

Templates for using materials with other software tools.

More intuitive search engine for lesson plans (something more like Yahoo's style).

NYSDE AMICO/DOCEO COLLABORATION SITE VISIT

Date of Visit: June 2, 2000

Schenectady City Schools

4 teachers + Pat Barbanell (team leader/ district arts coordinator)

Use of Doceo, AMICO, other sites

2 teachers (elementary school level) used Doceo to create an online classroom, 1 middle school teacher used AMICO with his students.

Project(s) with students:

Online Classroom projects:

Molly Renauer (art teacher) and John Green (4th grade Language Arts teacher) created an online animation assignment that combined reading, writing, illustrating, and using the flipbook feature of the Doceo website, all utilizing the Online Classroom feature of Doceo to deliver the assignment. (see supporting materials from their presentation at the Whitney on 6/6/00)

Pat Gilgallon (art teacher) developed 2 lesson plans about culture and identity that used images from AMICO and attempted to create Online Classroom for his students to use to complete the assignments, but was unable to get the Online Classroom feature to work properly.

AMICO project:

Bob Hydman concentrated on using AMICO as a research tool for his students as they created original artworks for an upcoming competition. They found works that illustrated themes they were exploring, and used these images as inspiration and as part of the documentation process for their portfolios.

Problems with Doceo/AMICO sites, obstacles, concerns (school logistics, scheduling, lack of equipment, Internet access, etc.):

DOCEO:

This group was more computer savvy than most of the other teachers interviewed (especially Molly Renauer, who was able to figure out the "classroom code" glitch), and all were able to figure out how to use Doceo and AMICO in ways that supported their curriculum.

Construction/display problem when creating lesson plans in the Online Classroom area made it difficult to edit or view lessons while they are being authored. Teachers were dismayed to learn that they could not edit the lesson after it had been assigned to their students. Also, teachers were unable to print their lessons in a legible format (see included example of print out).

Image Gallery/My Pics -- need to be able to upload more than two images from an outside source in order to do more interesting compare/contrast lessons.

Teachers noted that they would need a larger room or computer lab in order to implement the

Online Classroom function with students – in order for each student to interact with the assignment on his/her own. (Did see one classroom of students doing work on Doceo collaboratively, which is a theme of their school.)

AMICO:

Journal ("portfolio") feature in AMICO did not save work properly, or was too confusing to master.

Description of what was useful about Doceo/AMICO:

These teachers incorporate images and discussions about images into their classrooms on a regular basis, and enjoyed using these websites because art is clearly the focus.

Liked open and unrestricted access to images

Thought that Doceo was very user-friendly

**Internet tools and features that educators need or want on Doceo/AMICO
(or have access to on other sites):**

Some liked Blue Web'n, a website that collects lesson plans and categorizes them for easy searching.

More visual tutorials and help/reference files

Would like to see downloadable templates for doing classroom projects (on- and off-line).

Further developed Journal or Portfolio feature in AMICO.

Future development. Insights, suggestions from educators, and ways to implement them on the other sites:

Would like to see the images on Doceo become even more central to the design and content of website.