Can contemporary art be taught online?
Elite international creative arts programs are beginning to offer online courses in art history and creative technology subjects.
Research Question:
How can online platforms and technologies enhance practice-based learning and teaching?
There are two fundamental philosophical pillars framing the assessment structure in the Digital Media and Communication (DIGC) Major, both informed by constructivist pedagogic approaches to knowledge creation.
Current strategies

Many programs have been working with the e-portfolio model that incorporates a combination of social media, microblogging, media documentation, and visual process journals.
Current challenges

1. Individualised/atomised: although journals and blogs are open, there is no real reason for students to access other students' materials.

2. The inability to share subject-related content, assessments, and materials across subjects, programs, years.

3. Archival: data management issues

4. Quality-control of materials and resources posted online (for example, discussion posts, documentation processes, resources, and student works require moderation).
What is unique about practice-based learning and teaching?

The Learning and Teaching Environment
Art practice involves physical hands on experiences that are irreplaceable so why would we consider online learning?
Learning and teaching is a social practice

How do we translate physical experiences and environments into digital platforms?
A hybrid, blended and active environment
If digital networks are having such success, it is firstly because they reconstitute systems of communalisation.

Capturing the Contributive in Learning and Teaching
Hybrid, Blended, Active – and Shared

- new forms of participation/collaboration
- processes of enquiry, dialogue and connectivity

enabled by digital platforms.