

ARED 3000: “Issues and Trends in Art Education”

Tuesday and Thursday 8:00-9:15am . Fine Arts Bldg, rm 1058

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CATALOGUE DESCRIPTION: Prerequisite: EDUC 2999. The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of art education.

TEXT: What’s So Great about Art, Anyway: A teacher’s odyssey, by Rachel Branham – we will use this book throughout the program, additional readings available on BlazeView.

Selected STANDARDS, GOALS, OBJECTIVES and/or OUTCOMES:

Aligned with select VSU General Education Outcomes, NASAD Standards, and InTASC Standards. Upon successful completion of this course:

1. The students will be able to express themselves clearly, logically, and precisely in writing and speaking, and they will demonstrate competence in reading and listening.
2. The students will demonstrate the ability to analyze, evaluate, and to make inferences from oral, written, and visual materials.
3. The students will demonstrate the ability and desire to constantly seek out, evaluate, and apply new ideas and development in both art and education.
4. The students will demonstrate a basic understanding of the principles and methods of developing curricula and the short- and long-term instructional units that comprise them.
5. The students will demonstrate the ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds.
6. The students will demonstrate an understanding of philosophical and social foundations underlying art education.
7. The students will demonstrate the ability to express a rationale for personal attitudes and beliefs.
8. The students will demonstrate a basic knowledge of postmodern theoretical frameworks, content, and pedagogical strategies.

This course includes an **Experiential Learning opportunity** carefully designed to allow students to explore concepts, skills, and principles beyond the traditional classroom, lab, or studio. Students will have opportunities to make connections across campus, collaborate with others, and apply and synthesize what they have studied in the course. In addition to the experience, students reflect on what they have learned during and at the completion of the course/activity to deepen their learning. Reflections help students transfer skills and concepts to different contexts including real-world settings. For more information about Experiential Learning please visit <https://qep.valdosta.edu/experiential-learning/>.

InTASC Model Core Teacher Standards

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SELECTED ASSESSMENTS and/or EVALUATION: Methods of evaluation may include:

1. Attendance, daily preparation, outside readings, and active class participation.
2. Successful completion of all assignments on time.
3. Written statement of teaching philosophy based on course content and a rationale for personal attitudes and beliefs.
4. Written and verbal demonstrations of knowledge of the underlying principles of postmodern art education theoretical frameworks, content, and pedagogical strategies.
5. Written and verbal demonstrations of planning lessons that scaffold and sequence learning in art.

Guiding Questions (course objectives): The main goal of this course is to help you develop your abilities to think, write, and speak critically, reflectively, and philosophically on issues and problems related to art education. We will consider such questions as:

- Why should art be taught in schools today?
- What are the aims of art education?
- How do we understand contemporary issues and trends in art education?
- What is the relationship between the aims, curriculum, and pedagogy in art education?
- How do we merge theory and practice in Art Explorations?
- What must we consider when planning art curricula?

Materials: Your course fee covers all art media.

Requirements/Assignments: These assignments are divided into four larger categories: 1) Professionalism and Preparation, 2) Educational Learning Projects, 3) Teacher Portfolio Compilation, and 4) Teacher Certification Progression.

Professionalism and Preparation:

- ***Participation and Professionalism:*** Your participation and professionalism grade will be based primarily upon three factors: your timely presence in class, your preparation for class, and your thoughtful contribution to class discussions.

Educational Learning Projects:

- ***Online Discussions:*** You will read or watch a video and respond to questions in an online discussion that will be continued in class.
- ***Writing Lesson Plans:*** you will create multiple lesson plans, as a group, team, and individual
- ***Creating art education content:*** You will design an educational handout for your classmates about an educational theory and share it with the class.

Teacher Portfolio Compilation:

- ***Lesson Plans (Revised):*** You will post your revised Lesson Plans and photograph of the sample at the end of the semester on your E-portfolio.
- ***Philosophy of Education:*** This assignment will ask you to write a 500-word teaching philosophy. A handout and your responses to your reflections will guide you to writing and posting your Philosophy in your ePortfolio. Look at Blazeview for the assignment.
- ***Create an ePortfolio*** – You will create a website that will begin documenting you as an art educator, with one page for: biography, lesson plans, certifications, and studio work. The ePortfolio will be updated with each additional ARED class.

Teacher Certification Progression: completed in Anthology

- ***Intern Keys (Early) Assessment:*** This assessment evaluates candidates on performance in the field. Specifically, it examines a preservice teacher's ability to demonstrate professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication. This

assessment is used by Educational Preparation Programs at VSU to document student growth. Check Blazeview for the link

- ***Early Teacher's Sense of Efficacy Scale:*** *There* are two, the short and long. The short will be taken at the beginning of the semester. The second is a twenty-four-question survey is designed to provide insight into the kinds of things that create difficulties for teachers in their school activities. It measures what pre-service teachers early in their program believe they can do and control. Check Blazeview Self-Assessment for the survey. There is no wrong answer here, the first is a baseline the second measures growth, so this is a completion grade, there is no wrong answer.
- ***Lesson Plan Writing):*** The lesson plan is collect to document your ability to link student learning objectives, to standards, to assessments, and minimal planning.

The class is structured with the use of BlazeView. Please refer to the LMS for all assignments, the calendar, reading materials, sign ups, etc.

Class Structure & Schedule: Topics, Readings, and Due Dates: If something is marked READ – be prepared to discuss that reading in class on that day. Otherwise, all assignments are noted when they are DUE, so plan accordingly. Because education is a fluid and relational experience, this schedule is subject to modification; other short readings may be added or substituted on occasion. The most current and accurate list is on Blazeview.

Week 1	20-Aug	22-Aug
	Welcome	reflection in education
	semester game plan	READ: The role of reflection
	READ: Book Chpt. 1 and 2	READ: Traditional Futures
	DUE: Intro Quiz	
Week 2	27-Aug	29-Aug
	Creativity	Creativity
	Permission to be creative	Student presentations on various Creativity articles
	Spaghetti sculptures	
Week 3	3-Sep	5-Sep
	Talking to kids about art	Pedagogy
	kids about art	What are the Art Ed pedagogies
	READ: Art Curriculum Authenticity	pick theory for handout
Week 4	10-Sep	12-Sep
	Celebrate DOT DAY	Celebrate DOT DAY
	Make: DOT	set up gallery
	READ: What is Exhibition For.	planning for more dots - collaborative art
Week 5	17-Sep	19-Sep
	Classroom Behavior	Types/Styles of Art Education
	share handouts	DUE: Educationa Theory Handout
	pick a theory for handout due 9/19	DUE: ED Theory Handout
Week 6	24-Sep	26-Sep
	Lesson Plans	Beginning Lesson Plan Writing
	standards / template	Write: Lesson Plan example
	make art/write sample	
Week 7	1-Oct	3-Oct
	Experimental Learning	KBA
	Playdough day.	no class
Week 8	8-Oct	10-Oct
midterm	DEI	DEI presentations
	Watch Webinar from NAEA	
Week 9	15-Oct	17-Oct
	FALL BREAK	GAEA
	NO CLASS	no class
Week 10	22-Oct	24-Oct
	Observation in Scintila	Learning from reflection
	reflection on observation	discuss first teaching experience
		discuss changes for 2nd exp.
Week 11	29-Oct	31-Oct
registration	Observation in Scintila	Studio
week	reflection on observation	Planning for teaching
Week 12	5-Nov	7-Nov
	Observation in Scintila	Studio Day
	reflection on observation	Planning for teaching at Sentillis
Week 14	12-Nov	14-Nov
	Teach Lesson at Scintila	POD Casts
		DUE: PODCast handout
		student presentations - share pod cast handouts
Week 15	19-Nov	21-Nov
	Choice Based Learning	Assessment
	in class art making	webinar handouts.
Week 16	26-Nov	28-Nov
	Professionalism	Thanksgiving break
	introduction to e-portfolio	no school
	intro to resume	
	intro to teaching philosophy	
Week 17	3-Dec	5-Dec
	E-Portfolio/Professionalism	E-Portfolio -
	work day in class	Show and tell
Final	Reflection Essay	
	Dec 10 @ 10:00	

CLASSROOM POLICIES: (the fine print)

Academic Integrity: Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

Do not use ChatGPT or any other AI software. VSU's Academic Student Conduct Code states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

Attendance: The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for following the course policies for regarding make-up work in connection with any absences. **A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.**

Translation: 6 missed classes = Failing – doesn't matter what your grade is in the gradebook.

Card Swipe Access to Studios: Card Swipe access will be made available as soon as possible at the beginning of the semester. However, this process may take as long as two weeks to complete. For this reasons, students and faculty should expect as much as a two-week delay in operation of the card swipe system and make course plans to address this delay.

Computer Use: Students will need to log on to BlazeVIEW to gain access to all course content.

Credit: Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes. An hour of instruction is the equivalent to 50 minutes of class time.

Email Communication: Students must use their VSU email address for all VSU email correspondence, as well as check their VSU email accounts regularly for class-related messages. Students can expect that emails to the professor (which is the preferred method of communication outside of the classroom) will be returned within 24 hours Monday through Thursday and within 48 hours Friday through Sunday.

Academic Support Center: The Academic Support Center (ASC) provides unlimited, in-person, free peer tutoring in core courses such as math, English/writing, sciences, social sciences, and languages. We also offer 8 hours of free online tutoring via Tutor.com (8 hours per student, available 24/7). Click the Free Tutoring link in any Blazeview course to make appointments.

Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email asc@valdosta.edu, or visit the website www.valdosta.edu/asc for more information.

Lecture Classes: For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three-credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Possible Objectionable Materials Warning: This class includes images that contain nudity, violence, and other imagery that may be offensive to some viewers. If you are unwilling to examine and discuss such works in an academic context then you should reconsider enrollment in this course.

Reproduction of Photographic Images: During the semester your instructor or other representatives from VSU may photograph you or your artwork for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art Department office.

Student Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

Student Evaluations: Student Opinion of the Instruction (SOI) will be administered online. This survey will be available for you to submit through BANNER during the last several weeks of the term.

Title IX Statement: Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>