

## Term Information

Effective Term Spring 2018

## General Information

Course Bulletin Listing/Subject Area Art Education  
Fiscal Unit/Academic Org Arts Admin, Education & Policy - D0225  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7200.30  
Course Title Overview of Research for Arts Educators  
Transcript Abbreviation Ovrwv Rsch ArtEd  
Course Description Introductory to a broad range of qualitative educational research methodologies in the field of art education, mainly in an art teacher's classroom, a museum setting, or community arts space. Includes research terminology and methodologies, data collection methods, and discusses the power of teachers as researchers in their own classrooms. Practices collecting and analyzing data.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 13.1302  
Subsidy Level Masters Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Describe the background, philosophy and function of various research methodologies in arts education, describe positionality and researcher voice, analyze a research presentation by a graduate student in art education.
- Collect and analyze raw data related to a research interest. Identify the area of research, interview students and analyze the data, present the outcomes of the interviews.
- Read, synthesize, and discuss selected readings focused on research in arts education.
- Examine and coalesce literature in the field of arts education into a short literature review.
- Discuss how research can improve teaching practice and empower educators.

### Content Topic List

- Research methodologies
- Data collection methods
- Data analysis
- Educational Research
- Qualitative research

### Sought Concurrence

No

## Attachments

- Technology Feasibility ARTEDUC 7200.3.pdf: Technology Feasibility  
*(Other Supporting Documentation. Owner: Pace,Lauren Kate)*
- ARTEDUC 7200.3 Updated 10-9-2017.pdf: Course syllabus  
*(Syllabus. Owner: Pace,Lauren Kate)*

## Comments

- Updated syllabus with boilerplate language for misconduct uploaded *(by Pace,Lauren Kate on 10/09/2017 09:42 AM)*
- Boilerplate language for misconduct is not present. *(by Heysel,Garett Robert on 09/29/2017 07:31 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace,Lauren Kate	09/22/2017 09:54 AM	Submitted for Approval
Approved	Savage,Shari L	09/22/2017 02:03 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	09/29/2017 07:31 PM	College Approval
Submitted	Pace,Lauren Kate	10/09/2017 09:42 AM	Submitted for Approval
Approved	Savage,Shari L	10/09/2017 01:11 PM	Unit Approval
Approved	Heysel,Garett Robert	10/09/2017 06:53 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/09/2017 06:53 PM	ASCCAO Approval



# SYLLABUS

# ART EDUCATION 7200.3

Research Methods in Art Education  
Autumn 2017 – Online

## COURSE OVERVIEW

### Instructor

Instructor: Dr. Karen Hutzell

Email address: hutzell.4@osu.edu

Phone number: 614-292-7183

### Course description

This is an introductory course on research methodologies in Art Education. The primary goal of the course is to introduce art education graduate students to a broad range of (mostly) qualitative educational research methodologies in the field of art education, particularly methods for conducting research in an art teacher's classroom, a museum setting, or a community arts space. As part of that introduction, students will be exposed to research terminology and definitions, a variety of research methodologies, data collection methods, examples of research studies, and discuss the power of teachers as researchers in their own classrooms. Students will practice collecting and analyzing data in their classrooms/museums based on their own goals for exploring teaching practices.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- describe the background, philosophy and function of various research methodologies in arts education.
  - Describe positionality and researcher voice
  - Analyze a research presentation by a graduate student in art education

- collect and analyze raw data related to a research interest.
  - Identify the area of research
  - Interview students and analyze the data
  - Present the outcomes of the interviews
- read, synthesize, and discuss selected readings focused on research in arts education.
- examine and coalesce literature in the field of arts education into a short literature review.
- discuss how research can improve teaching practice and empower educators.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### REQUIRED

- Buffington, M. L. & Wilson McKay, S. (2013). *Practice Theory: Seeing the Power of Art Teacher Researchers*. Reston, VA: National Art Education Association.

#### RECOMMENDED/OPTIONAL

- Stringer, E. (2008). *Action Research in Education*, 2<sup>nd</sup> ed. Columbus, Ohio: Pearson Publishing.

### Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

## TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration (i.e. post to discussion and have students respond)
- Recording, editing, and uploading video

## REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

## REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
<p><b>Voice of researcher.</b> Write a short paper about your positionality as a teacher and researcher. How do your views on the world impact your role as a researcher in relationship to your school, students, and community? Draw from your Multicultural Art Education course to construct your positionality, and further reflect on and analyze how your cultural identifiers influences how you analyze data in your classroom. 3-5 pages, double-spaced.</p> <p>Due Week 4.</p>	15
<p><b>Data collection and analysis.</b> Goal: Interview 3-5 students on a selected course from 6998.</p>	

<p>Step 1: Select a course from 6998 and describe in 2-3 paragraphs what lesson you implemented with your students as a result of that course. Due Week 5.</p> <p>Step 2: Develop interview questions based on an area of concern or interest related to your course goals. Due Week 6.</p> <p>Step 3: Identify 3-5 varying students and conduct interviews and record. Due Week 8.</p> <p>Step 4: Analyze interview responses looking for emergent themes. Due Week 11.</p> <p>Step 5: Present as a slide show with voice narration. 15 minutes long. Due Week 12.</p>	<p>Step 1 = 5 points</p> <p>Step 2 = 5 points</p> <p>Step 3 = 5 points</p> <p>Step 4 = 5 points</p> <p>Step 5 = 10 points</p> <p>Total = 30</p>
<p><b>Research analysis.</b> Watch one (assigned) video of a graduate student presentation at the Graduate Research in Art Education conference. Submit a synopsis of the research presented, including the Methodology; Researcher positionality; Methods of collecting data; Data analysis methods; Research outcomes; Other major themes. 3-5 pages, double-spaced. Due Week 10.</p>	<p>10</p>
<p><b>Discussion Board Posts.</b> Submit a short reading response based on your understandings of the assigned reading and videos and/or respond to prompts. Respond to at least one other student's initial posting, thereby creating a classroom discussion.</p> <p>Week 1: What you know about Research + Reading Response</p> <p>Week 2: Reading/Video Response</p> <p>Week 3: Reading/Video Response</p> <p>Week 4: Reading Response</p> <p>Week 5: Reading Response</p> <p>Week 6: Reading Response</p> <p>Week 7: Reading Response</p> <p>Week 9: Reading Response</p> <p>Week 11: Check-in Discussion</p> <p>Week 14: Closing Discussion</p>	<p>Week 1 = 4 points</p> <p>Week 2 = 3 points</p> <p>Week 3 = 3 points</p> <p>Week 4 = 2 points</p> <p>Week 5 = 2 points</p> <p>Week 6 = 2 points</p> <p>Week 7 = 2 points</p> <p>Week 9 = 2 points</p> <p>Week 11 = 2 points</p> <p>Week 14 = 3 points</p> <p>Total = 25</p>
<p><b>Short Literature Review.</b> Start with the annotated bibliography you developed in courses 6998 and 7000.1. Identify and describe your area of interest, followed by an analysis and presentation of the</p>	<p>20</p>

literature you have included in your annotated bibliography. Define important terms. Finish with a clear statement of your interest in exploring this issue in your classroom/museum. 4-6 pages, double-spaced. Due Week 13	
<b>Total</b>	<b>100</b>

*See course schedule, below, for due dates.*

## Late assignments

Late submissions incur a 25% deduction in grade per day it is late. Please refer to Carmen for due dates.

## Grading scale

93–100: A  
 90–92.9: A-  
 87–89.9: B+  
 83–86.9: B  
 80–82.9: B-  
 77–79.9: C+  
 73–76.9: C  
 70–72.9: C-  
 67–69.9: D+  
 60–66.9: D  
 Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **48 hours on school days**.

# PARTICIPATION AND ATTENDANCE

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks, you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in discussion forums: 2+ TIMES PER WEEK**  
As participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

# OTHER COURSE POLICIES

## Academic integrity policy

POLICIES FOR THIS ONLINE COURSE



- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>DISCUSSION BOARD Create two lists, one of what you know about Research and one of what you don't know about Research.</p> <p>READ Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. <b>Chapters 1-3. Pages 1-24.</b></p> <p>DISCUSSION BOARD</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		Reading response.
2		<p>WATCH</p> <p>What is Educational Research?  <a href="https://www.youtube.com/watch?v=GXt5l4iOLy8">https://www.youtube.com/watch?v=GXt5l4iOLy8</a></p> <p>READ</p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Manuscript accepted for publication. Reston, VA: National Art Education Association. <b>Chapter 4: Research Paradigms. Pages 25-36.</b></p> <p>DISCUSSION BOARD</p> <p>Reading/video response.</p>
3		<p>WATCH</p> <p>Steps in Educational Research.  <a href="https://www.youtube.com/watch?v=ICe2eqEhf00">https://www.youtube.com/watch?v=ICe2eqEhf00</a></p> <p>READ</p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Chapter 5: Research Methodologies. Pages 37-49.</p> <p>DISCUSSION BOARD</p> <p>Reading/video response.</p>
4		<p>WATCH</p> <p>Researcher positionality statements.  <a href="https://www.youtube.com/watch?v=GpclVzGYhVs">https://www.youtube.com/watch?v=GpclVzGYhVs</a></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><b>ASSIGNMENT DUE</b></p> <p>Voice of researcher. Write a short paper about your positionality as a teacher and researcher. How do your views on the world impact your role as a researcher in relationship to your school, students, and community? Draw from your Multicultural Art Education course to construct your positionality, and further reflect on and analyze how your cultural identifiers influences how you analyze data in your classroom. 3-5 pages, double-spaced.</p> <p><b>READ</b></p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Chapter 6: What now? Planning a study and choosing research methods. Pages 50-70.</p> <p><b>DISCUSSION BOARD</b></p> <p>Reading Response.</p>
5		<p><b>ASSIGNMENT DUE</b></p> <p><b>Step 1:</b> Select a course from 6998 and describe in 2-3 paragraphs what lesson you implemented with your students as a result of that course.</p> <p><b>READ</b></p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Section II: Knowing our Practices. Read the Introduction. Choose one Methodology in Section II and read all of the chapters in that section. Provide an overview of the Methodology and how each author discussed it in their chapter in your Reading Response. Pages 71-134.</p> <p><b>DISCUSSION BOARD</b></p> <p>Reading Response.</p>
6		<p><b>ASSIGNMENT DUE</b></p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p><b>Step 2:</b> Develop interview questions based on an area of concern or interest related to your course goals.</p> <p>READ</p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Section III: Understanding People. Choose one Methodology in Section III and read all of the chapters in that section. Provide an overview of the Methodology and how each author discussed it in their chapter in your Reading Response. Pages 135-172.</p> <p>DISCUSSION BOARD</p> <p>Reading Response.</p>
7		<p>READ</p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Section IV: Making Meaning. Choose one Methodology in Section IV and read all of the chapters in that section. Provide an overview of the Methodology and how each author discussed it in their chapter in your Reading Response. Pages 173-242.</p> <p>DISCUSSION BOARD</p> <p>Reading Response.</p> <p>Mid-term evaluation.</p>
8		<p>WATCH</p> <p>How to conduct a research interview.</p> <p><a href="https://www.youtube.com/watch?v=Y-AHrli3MM8">https://www.youtube.com/watch?v=Y-AHrli3MM8</a></p> <p>ASSIGNMENT DUE</p> <p><b>Step 3:</b> Identify 3-5 varying students and conduct interviews and record. (2 weeks given in calendar to complete this assignment). Upload one recorded interview for credit.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
9		<p>READ</p> <p>Buffington, M. L., &amp; Wilson McKay. S. (Eds.), <i>Practice theory: Seeing the power of art teacher researchers</i>. Reston, VA: National Art Education Association. Section V: Changing our Practices. Choose one Methodology in Section V and read all of the chapters in that section. Provide an overview of the Methodology and how each author discussed it in their chapter in your Reading Response. Pages 243-279.</p> <p>DISCUSSION BOARD</p> <p>Reading Response.</p>
10		<p>WATCH</p> <p>How to analyze a scholarly article. (Apply these strategies to watching a research presentation.)</p> <p><a href="https://www.youtube.com/watch?v=-3OU0x_MxLc">https://www.youtube.com/watch?v=-3OU0x_MxLc</a></p> <p>ASSIGNMENT DUE</p> <p>Research analysis. Watch one (assigned) video of a graduate student presentation at the Graduate Research in Art Education conference. Submit a synopsis of the research presented, including the Methodology; Researcher positionality; Methods of collecting data; Data analysis methods; Research outcomes; Other major themes. 3-5 pages, double-spaced.</p> <p>Search on YouTube: "2015 Graduate Research in Art Education"</p>
11		<p>WATCH</p> <p>How to analyze interview data.</p> <p><a href="https://www.youtube.com/watch?v=DRL4PF2u9XA">https://www.youtube.com/watch?v=DRL4PF2u9XA</a></p> <p>ASSIGNMENT DUE</p> <p><b>Step 4:</b> Analyze interview responses looking for emergent themes.</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>DISCUSSION BOARD</p> <p>Check-in discussion.</p>
12		<p>ASSIGNMENT DUE</p> <p><b>Step 5:</b> Present as a slide show with voice narration. 15 minutes long.</p>
13		<p>WATCH</p> <p>How to write a literature review.</p> <p><a href="https://www.lib.ncsu.edu/tutorials/litreview/">https://www.lib.ncsu.edu/tutorials/litreview/</a></p> <p>ASSIGNMENT DUE</p> <p><b>Short Literature Review.</b> Start with the annotated bibliography you developed in courses 6998 and 7000.1. Identify and describe your area of interest, followed by an analysis and presentation of the literature you have included in your annotated bibliography. Define important terms. Finish with a clear statement of your interest in exploring this issue in your classroom/museum. 4-6 pages, double-spaced.</p>
14		<p>DISCUSSION BOARD</p> <p>Course evaluation.</p> <p>Closing Discussion.</p>



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Art Education 7200.03

**Instructor:** Karen Hutzel

**Summary:** Distance Learning Course (DL)

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools in the following ways. <ul style="list-style-type: none"> <li>• Weekly discussion posts</li> <li>• Literature reviews</li> <li>• Research analysis</li> <li>• Writing assignments</li> <li>• Data collection and analysis</li> <li>• Audio narrated slide presentations</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will use the following tools to engage with the course materials and instructor to promote active learning. <ul style="list-style-type: none"> <li>• Carmen LMS</li> <li>• MS Office 365</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. Skype is available as a free download from the internet.
6.4 The course technologies are current.	✓			All technologies being used for this course are current and accessible through a standard web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the University suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c

Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the “Accessibility of course technology” section of the syllabus to the accessibility statement for Carmen
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

**Reviewer Information**

- Date reviewed: 9/19/2017
- Reviewed by: Mike Kaylor

**Notes:** When are your set online office hours? This should be explicitly listed in the course syllabus. How will online office hours be facilitated for students who cannot come to the main campus? Carmen Big Blue button, Carmen Connect, Skype?

Need weekly dates for the weeks in the weekly schedule.

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://artsandsciences.osu.edu/about/college/contacts/advising>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.