

Term Information

Effective Term Summer 2019

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 7000.30
Course Title Issues, Frameworks and Theories for Art Educators
Transcript Abbreviation Issues/Frmwrks AE
Course Description This course is a required introductory course in Art Education. In this online course, we will critically analyze articles that provide an overview of topics for art education research; graduate faculty research; national and international issues, and research resources.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Construct a personal teaching philosophy that embeds a theoretical framework
- Identify & explore issues, points of view, personal and philosophic stances and biases
- Define current classroom research practices, analyze those practices and demonstrate those approaches to their teaching
- Become familiar by examining questions, issues, & arguments in contemporary art education and identify applications in one's teaching and curriculum development
- Critically analyze and interpret current trends, theoretical frameworks, and research methodologies in art education
- Be critical readers and pinpoint a controlling argument; identify the argument's significance and relevance; analyze the argument's cogence; raise significant and relevant questions; and relate arguments to prior knowledge
- Recognize the curricula possibilities for their classrooms and apply those changes
- Develop curriculum that is applicable and relevant for their students based on reflective practices
- Identify self-reflective practices and determine the best course for change
- Develop self reflective practices that demonstrates critical examination of current research trends and personal applications
- Develop research practices that are guided by self-assessment and communicate those ideas orally and in a written format that is suitable for their time, place, and audience
- Clearly communicate, conduct, and write critical responses and research papers that will begin to prepare students for their thesis and for publication
- Initiate the development of one's research topics for thesis

Content Topic List

- Topical issues
- Reading analyses
- Art Education research
- Graduate faculty research
- National issues
- International issues
- Resources
- Writing about issues

Sought Concurrence

No

Attachments

- ARTEDUC 7000.30 Technology Feasibility Review.pdf: Technology Feasibility Review
(Other Supporting Documentation. Owner: Pace, Lauren Kate)
- ARTEDUC 7000.30.pdf: Syllabus
(Syllabus. Owner: Pace, Lauren Kate)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace,Lauren Kate	10/18/2018 10:26 AM	Submitted for Approval
Approved	Savage,Shari L	10/18/2018 10:30 AM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2018 08:36 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/22/2018 08:36 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

ARTS ADMINISTRATION EDUCATION AND POLICY SYLLABUS: 7000.30 ISSUES, FRAMEWORKS AND THEORIES FOR ART EDUCATORS

Online Course overview

Instructor: Christine Ballengee Morris, PhD

Email address: morris.390@osu.edu

Phone number: 614-506-2910 (personal cell phone)

Office hours: Monday and Wednesday 5:00-6:00

Credits: 3

Description:

Art Education 7000.30 is a required introductory course in Art Education. In this online course, we will critically analyze articles that provide an overview of topics for art education research; graduate faculty research; national and international issues, and research resources. This course has two related goals:

1. To familiarize students with questions and arguments;
2. Issues of contemporary art education and to refine students' processes of critical thinking and writing.

Course learning outcomes

This course provides an overview of topics in art(s) education research, commentary, current trends in international, national, and local issues in art education. By the end of this course, students should successfully be able to:

1. Construct a personal teaching philosophy that embeds a theoretical framework.

- a. Identify & explore issues, points of view, personal and philosophic stances and biases
2. Define current classroom research practices, analyze those practices and demonstrate those approaches to their teaching.
 - a. Become familiar by examining questions, issues, & arguments in contemporary art education and identify applications in one's teaching and curriculum development.
3. Critically analyze and interpret current trends, theoretical frameworks, and research methodologies in art education.
 - a. Be critical readers and pinpoint a controlling argument; identify the argument's significance and relevance; analyze the argument's cogence; raise significant and relevant questions; and relate arguments to prior knowledge.
4. Recognize the curricula possibilities for their classrooms and apply those changes.
 - a. Develop curriculum that is applicable and relevant for their students based on reflective practices.
5. Identify self-reflective practices and determine the best course for change.
 - a. Develop self reflective practices that demonstrates critical examination of current research trends and personal applications
6. Develop research practices that are guided by self-assessment and communicate those ideas orally and in a written format that is suitable for their time, place, and audience.
 - a. Clearly communicate, conduct, and write critical responses and research papers that will begin to prepare students for their thesis and for publication.
 - b. Initiate the development of one's research topics for thesis.

Course materials

Required: All readings are provided on Carmen

Alexander, A. & Ho, T. (2015). Gaming worlds: Secondary Student Creating an interactive video game. *Art Education: The Journal of the National Art Education Association* 68 (1), p. 28-36.

Barrett, T. (2009). Stories. *The International Journal of Arts Education*, 41-54.

Baxter, K. (2015). A convergence of three: The reflexive capacity of art practice, curriculum design, and pedagogy. *Art Education: The Journal of the National Art Education Association* 67 (6), p. 28-34.

Buda, S., Fedorenko, J., Sheridan, M. A. (2012). Business of Art Education: A fairytale adventure. *Art Education: The Journal of the National Art Education Association*. p6-14.

- Chang, E. (2012). Art trek: Looking at art with young children. *International Journal of Education through Art*, 8(2), 151-167.
- Daniel, V. & Drew, D. (2011). Art Education and the community act: An inquiry into the interior of the process. In B. Young (Ed.). *Art, Culture and Ethnicity*, 2nd Edition. Reston, VA: NAEA Press, 37-43.
- Desai, D., & Chalmers, G. (2007). Notes for a Dialogue on art education. *Art Education*, 6-12.
- Gaub, C. Assessment. *School Arts*, April 2015 p. 12.
- Guyotte, K., Sochacka, N. W., Costantino, T. E. Walther, J., & Kellam, N. M. (2015). Steam as social practice: Cultivating creativity in transdisciplinary spaces. In *Art Education: The Journal of the National Art Education Association* 67(6), p. 12-19
- Hutzel, K. & Bey, S. (2012). Engaging pedagogy: Curriculum and methodologies for the city. (91-102).
- Hynes, W. (2012). The value of community. *Teaching Tolerance*. Spring 2012.
- Lee, N. (2012). Culturally responsive teaching for 21st-Century art education: Examining race in a studio art experience. *Art Education: The Journal of the National Art Education Association*, 65 (5), p. 48-53
- Martinex, U. & Nolte-Yupari, S. (2015). Story Bound, Map Around: Stories, life, and learning. *Art Education: The Journal of the National Art Education Association*. 68,(1), 12-20.
- Morris, C. B. & Carpenter, S. (2014). On being invisible and passing through walls: Toward a pedagogy of seeing and being seen. In (S. Goncalves & M.A. Carpenter, Eds.) *Diversity, Intercultural Encounters, and Education*. NY: Routledge.
- Newland, A. (2012). Engaging students through image and word. *Art Education: The Journal of the National Art Education Association*, 66 (2). 47-51.

Ohio State University TETAC Mentors, (2002). Integrated curriculum: Possibilities for the arts. *Art Education* 55(3), 12-24.

Paechter, C. & Clark, S. (2007). Learning gender in primary school playgrounds: Findings from the Tomboy Identities Study. *Pedagogy, Culture & Society*, 15(3), 317-331.

Savage, S. (2015). The Visual rhetoric of innocence: Lolitas in popular culture. *Visual Arts Research* 37_2(1), 101- 112

Staikidis, K. (2007). Maya paintings as teachers of justice: Art making the impossible possible. *JSTAE*, 27, 79-118.

Stuhr, P., Ballengee-Morris, C. & Daniel, V. A. H. (2008). Social Justice through curriculum: Investigating issues of diversity. In R. Mason & T. Esca's (Eds) *International dialogues in art education*. Bristol: Intellect Books.

Walker, S. (2006). How then shall we teach? Rethinking artmaking instruction. *Teaching Artist Journal* 4(3), p190-197.

Williams, R. (2008). [Image, Text, and Story: Comics and Graphic Novels in the Classroom](#)
www.arteducators.org/.../RachelWilliams_Image_Text_and_Story_Comi... Retrieved
 May 15, 2013.

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.

- **Carmen:**

- Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
- Help guides on the use of Carmen can be found at <https://resourcecenter.odde.osu.edu/carmen>

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

Baseline technical skills necessary

- Basic computer and web-browsing skills
- Navigating Carmen

Grading and faculty response

Grades

Assignment or category	Points
Annotated Bibliography	40
Short Paper	10
Midterm Presentation	10
Final paper and presentation	20
Participation (discussions, activities: 2 pts each)	20
Total	100

See course schedule, below, for due dates

Late assignments: You have one week to place your assignment in dropbox after one week your assignment with a drop of one letter grade, two weeks the grade will be a 0.

Assignments

Annotated Bibliography: The final version is due the last week of classes—see Carmen for the exact date. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (50 to 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform you as the reader of the relevance, accuracy, and quality of the sources cited.

- *Who is the audience and what is author's relationship to audience?
- *Identify the writer's argument & rationale or the research.
- *Summarize the main focus, themes, and concepts.
- *Identify the questions asked and implied.
- *Identify whose interests are being served and the interests that are ignored.
- *Methodology and mechanics

*Theoretical framework

*How is this related to your world of being a teacher/educator?

Short Paper: (about 2-3 double-spaced pages). This is an opportunity to reflect upon why you are here attending graduate school. Where are you coming from? What theorists, educators, and/or artist works have been significant in your life and why? What visual culture artifacts are meaningful to you and why? How have your experiences influenced your philosophy of [art] education? What led you to teaching, museums, policymaking, and administration?

Midterm: Choose an issue and a lesson from <http://www.tolerance.org/magazine/archives> (Links to an external site.) and consider its application and practicality. Remember the points from the articles and media presentations. What theoretical framework does the lesson utilized? What type of example is this lesson—what does it aim to teach? What art lesson is attached? Is it relevant? How do you know? How can the lesson be improved? Write a review paper of the article, (Five pages). Due next class.

Or

Explore how to bring the community into your classroom, museum, gallery and so on including the literature and media that we have explore and write a paper considering the following questions: Do you live in that community and if not, what has been the process in learning about that community? Is the community involved with the school, museum, institution and whatever environment you work in or will be working in the future? What is relevant for the community when it comes to the arts? Those questions are in hopes of providing rationale for how and why you would be bringing the community into the space you work in. Due next class.

Final Paper and Presentation: Consider the articles, websites, and discussions, use the following questions to craft a 5-8-page final critique paper (not including the reference page) next week.

1. Discuss the role of art in integrated and interdisciplinary curriculum and its potential as a cohesive agent.
2. How could art teachers relate to a teaching community and/or a teaching team? If a part of a museum or arts institution: how could you collaborate with the schools as part of the teaching team?
3. What is realistic or practical?
4. How do you think the theories and approaches are applicable to your practice as an educator, administrator, and or manger?
5. What is your position/opinion on this issue given the content of the above resources?
6. Include a list of at least five references using APA style.

Due Dates:

Each module is based on a one week completion that aligns with how long this course is during the summer. You have one week for each of the modules so that all readings, discussions, and assignments are due at the end of the week—**Friday by 6:00pm**.

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 **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **48 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

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. Your readings and assignments are located here.

- **Office hours:** If you are in need to discuss an assignment or issue with me, please contact me if you need a time outside of my scheduled office hours.
- **Participating in discussion forums:**
Every course module includes at least one required discussion. As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics. Each discussion prompt is different and therefore has different requirements, but as a baseline, please create at least one original post per week and respond to at least three colleagues.

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. Informality (including an occasional emoticon) 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. APA Reference Style is required in this course.
- **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

Student academic services

Arts and Sciences Advising and Academic Services' website provides multiple support such as advising. The site is:

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

Student Service Center assist with financial aid matters, tuition and fee payments. Please see their site at:

<http://ssc.osu.edu>

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

Academic integrity policy

Policies for this course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication.
- **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.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

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)

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.

Please review the following link:

<http://ada.osu.edu/resources/Links.htm>

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

- **Carmen (Desire2Learn) accessibility**
- **Streaming audio and video**
- **Synchronous course tools**

Course schedule (tentative)

Topics, Readings, Assignments, Deadlines

Send out to students prior to first meeting—this article:

*Barrett, T. (2009). Stories. *The International Journal of Arts Education*, 41-54.

Module 1

Topic:

- Introduction to Storytelling, Reading and Discussion

Content and Activities

- Discussion: Introduction to Storytelling (Objectives: 1, 1a, 2, 2a, 5, 5a)
 - *Prior to first class, read the article and participate in the Discussion Board.
- Faculty and students (Objectives: 1, 1a, 2, 2a)
 - Introductions and expectations
 - Course Overview: Review syllabus and calendar
 - Discuss Assignment overview
- Dropbox: Teacher Identity/Annotated Bibliography (Objectives: 1, 1a, 2,2a, 5, 5a)

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (to 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform you and the reader of the relevance, accuracy, and quality of the sources cited.

- Who is the audience and what is author's relationship to audience?
- Identify the writer's argument & rationale or the research.

- Summarize the main focus, themes, and concepts.
- Identify the questions asked and implied.
- Identify whose interests are being served and the interests that are ignored.
- Methodology and mechanics
- Theoretical framework
- How is this related to your world of being a teacher/educator?

Introduction to storytelling; refer to power point

5. Review assignment and rubric for short paper

Assignment: Short paper assignment (about 2-3 double-spaced pages)

Where are you coming from? What theorists and/or artists work have been significant in your life and why? What visual culture artifacts are meaningful to you and why? How have your experiences influenced your philosophy of [art] education?

- Discussion: Personal Journey (Objectives: 1, 1a, 2, 2a, 5, 5a)
 - In the discussion board, respond to the prompt.

For Next Week:

Read:

<http://www.forbes.com/sites/giovannirodriguez/2015/06/08/why-arts-education-matters-in-the-age-of-tech-and-diversity/>

<http://www.theartofed.com/2015/03/27/make-it-work-10-lessons-art-educators-can-learn-from-tim-gunn/>

Eisenhauer, J. (2009). Admission: Madness and (be)coming out within and through spaces of confinement. *Disability Studies Quarterly*, 29(3).

<http://dsq-sds.org/article/view/939/1112>

Morris, C. B. & Carpenter, S. (2014). On being invisible and passing through walls: Toward a pedagogy of seeing and being seen. In (S. Goncalves & M.A. Carpenter, Eds.) *Diversity, Intercultural Encounters, and Education*. NY: Routledge.

Module 2

Topic:

- Breadth of Issues: Killing creativity and gender inequities

Content and Activities:

- Discussion: Annotated Bibliography Review (Objectives: 2, 2a, 3, 3a, 5, 5a)
 - Review the websites and add to the annotated bibliography.
 - Article Review: Annotated Bibliography (Objectives: 2, 2a, 3, 3a, 5, 5a)
1. Discuss short paper

2. Discuss media and readings
3. http://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard
4. http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Watch Dr. Shari Savage's introduction. In the discussion board, respond to the prompt.

For Next Week:

Paechter, C. & Clark, S. (2007). Learning gender in primary school playgrounds: Findings from the Tomboy Identities Study. *Pedagogy, Culture & Society*, 15(3), 317-331.

Savage, S. (2015). The Visual rhetoric of innocence: Lolitas in popular culture. *Visual Arts Research* 37_2(1), 101- 112

The Essential Questions for this module are:

1. What is the central thesis or controlling idea of the article? (What is the purpose of the article? What is the author trying to accomplish? What issues or problems are raised?)
2. What are the major arguments in support of the thesis? (What data, experiences, and/or evidence are given to support the argument? What specific points are made to support the controlling idea?)
3. What precisely are the conclusions of the article? Do the conclusions reasonably follow the thesis established at the beginning of the article?

Module 3

Killing Creativity and Gender Inequities

Methodology: Stories/Narrative (Qualitative Inquiry and the Politics of Research notes)

Theoretical Frameworks: Feminist Theory

Content and Activities:

View these two sites/lesson approaches and in class we will create an adaptation

[Teaching Feminism, Masculinity & Gender](#) (Links to an external site.)

[Common Core Lesson Plan: Beyond Pink and Blue](#) (Links to an external site.)

Discussion: Annotated Bibliography (Objectives: 3,3a, 4, 4a, 5, 5a)

- Review articles and response to the Discussion prompt.

For Next Week

[Desai, D., & Chalmers, G. \(2007\). Notes for a Dialogue on art education. Art Education, 6-12.](#)

[Lee, N. \(2012\). Culturally responsive teaching for 21st-Century art education: Examining race in a studio art experience. Art Education: The Journal of the National Art Education Association, 65 \(5\), p. 48-53](#)

[Stuhr, P., Ballengee-Morris, C. & Daniel, V. A. H. \(2008\). Social Justice through curriculum: Investigating issues of diversity. In R. Mason & T. Esca's \(Eds\) International dialogues in art education. Bristol: Intellect Books.](#)

Choose an issue and a lesson from <http://www.tolerance.org/magazine/archives> (Links to an external site.) and consider its application and practicality. Remember the points from the articles and media presentations. How can the lesson be improved? What theoretical framework does the lesson utilize? (Midterm)

Module 4

Topic: Diversity and Social Justice

- Pedagogy, Research, and Ethics

Content and Activities:

Articles Review: Annotated Bibliography (Objectives: 4,4a, 5, 5a, 6, 6a)

Present midterm projects and class discussion

1. Watch Vesta Daniel's interview and discuss

<https://mediasite.osu.edu/Mediasite/Play/9191750d3a5040abbc5880f7631975531d>

Discussion prompt:

Do you live in the community that you teach in? If not, what has been the process in learning about your community? Is the community involved with the school? What is relevant for your school's community when it comes to the arts?

For Next Week:

Read the following articles about community based art education and add your notes to your annotated bibliography

Articles

[Daniel, V. & Drew, D. \(2011\). Art Education and the community act: An inquiry into the interior of the process. In B. Young \(Ed.\). Art, Culture and Ethnicity, 2nd Edition. Reston, VA: NAEA Press, 37-43.](#)

[Hutzel, K. & Bey, S. \(2012\). Engaging pedagogy: Curriculum and methodologies for the city. \(91-102\).](#)

[Hynes, W. \(2012\). The value of community. Teaching Tolerance. Spring 2012.](#)

Module 5

Topic: Community Based Education

- Discussion: Community-Based Art Education (Objectives: 4, 4a, 5, 5a, 6, 6a)
- Community Development (Objectives: 5, 5a, 6, 6a, 6b)

Community members will attend class and meet with us about projects that were community based, approaches that worked and outcomes.

Introduce Next Week's Topic

Watch and add to annotated bibliography: interview with Dr. Sydney Walker:

<https://mediasite.osu.edu/Mediasite/Play/74931dd2d1304f2e860a9977aacb35f21d>

For Next Week:

- [Guyotte, K., Sochacka, N. W., Costantino, T. E. Walther, J., & Kellam, N. M. \(2015\). Steam as social practice: Cultivating creativity in transdisciplinary spaces. In Art Education: The Journal of the National Art Education Association 67\(6\), p. 12-19](#)

[Walker, S. \(2006\). How then shall we teach? Rethinking artmaking instruction. Teaching Artist Journal 4\(3\), p190-197](#)

Module 6

Topic: Interdisciplinary/ STEAM/STEM

Content and Activities:

In class watch the following: Elementary Teachers Share Arts-Integrated Lessons at the Getty Center:
<https://www.youtube.com/watch?v=4ooxlaEs-WY>

How Can School Administrators Support Teachers with STEAM Education:
<https://www.youtube.com/watch?v=KpiPEkOwob8>

STEM to STEAM: Integrating the Arts: https://www.youtube.com/watch?v=9OEW_opVz88

- Discussion: Integrated Curriculum Approaches and Pedagogy (Objectives: 4, 4a, 5, 5a, 6, 6a)
- Curriculum and Assessment

Using Bloom's Taxonomy To Enhance Student Learning And Success:

<https://www.youtube.com/watch?v=s34Q4PwhzmY>

- Discussion: What We Teach and Why (Objectives: 4, 4a, 5, 5a, 6, 6a)

For Next Week:

- Discussion: Final Project (Objectives: 5, 5a, 6, 6a, 6b)

As your final project, create a power point or a paper, which includes documents such as lessons, books, visual arts that were used, and so on in this past semester and explore the following overarching question: Where is art education today going and what and how do teachers and policy makers need to consider regarding the forthcoming changes?

The big ideas are:

1. Review issues of contemporary art education
2. Refine students' processes of critical thinking and writing
3. Reflective practices to inform teaching and curricula development

Read the following articles:

[Buda, S., Fedorenko, J., Sheridan, M. A. \(2012\). Business of Art Education: A fairytale adventure. Art Education: The Journal of the National Art Education Association. p6-14.](#)

[Alexander, A. & Ho, T. \(2015\). Gaming worlds: Secondary Student Creating an interactive video game. Art Education: The Journal of the National Art Education Association 68 \(1\), p. 28-36.](#)

[Williams, R. \(2008\). Image, Text, and Story: Comics and Graphic Novels in the Classroom \[www.arteducators.org/.../RachelWilliams_Image_Text_and_Story_Comi...Retrieved Ma\]\(http://www.arteducators.org/.../RachelWilliams_Image_Text_and_Story_Comi...Retrieved_Ma\) \(Links to an external site.\)](#)

Module 7

Discuss articles

Discuss the process of creating an annotated bibliography

Present final paper (10 minutes each)

Faculty Assessment

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course:AAEP 7000.30

Instructor: Christine Ballengee Morris

Summary: Issues, Frameworks and Theories for Art Educators

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen, Mediasite, youtube
6.2 Course tools promote learner engagement and active learning.	X			Carmen message boards, mediasite
6.3 A variety of technology is used in the course.	X			Youtube, Mediasite, Carmen,
6.4 The course provides learners with information on protecting their data and privacy.	X			No 3 rd party products are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Links are provided to OCIO and 8Help
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	X			b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			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 The course design facilitates readability.	X			
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	X			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.	X			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.

8.6 Vendor accessibility statements are provided for all technologies required in the course.	X			No 3 rd party products are used
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Reviewer Information

- Date reviewed: 10/10/18
- Reviewed by: Ian Anderson

Notes: Please note the method for office hours, specifications on what computer and accessories is missing, please consider adding that passage from the ASC template as well as the information on Office 365. Add dates to the week schedules at the end of the syllabus.

^aThe 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; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd 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.