
ARE 4243: Principles of Teaching Art (NM41/10718)

SEMESTER AND YEAR: Fallb 2023

MEETING TIMES AND LOCATION: 10/17/23 - 12/5/23 T/TH | Period 5 - 7 (11:45 AM - 2:45 PM)/Norman 1-155 Remote via Zoom see link in Canvas class.

CREDIT HOURS: 3 **SECTION:** NM41/10718

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker Hall 215M: 2:45-4:00PM EST. OFFICE Zoom Meeting <https://ufl.zoom.us/j/5963121892> email for additional times & appointment.

INSTRUCTOR CONTACT INFORMATION: 352-273-3079. E-MAIL: mtilland@ufl.edu

DESCRIPTION OF THE COURSE: Exploration of the social and theoretical foundations of contemporary art education practice.

STRUCTURE OF THE COURSE: This course includes two major components: weekly class meetings and field experiences (Pandemic Adjustments). Students will: (1) meet as a group each week for lectures, group discussions, and other classroom activities; and (2) participate in a weekly experience that will involve assisting in a school classroom and assuming a limited teaching role.

PURPOSE AND OBJECTIVES OF THE COURSE: This course is structured to assist pre-service art teachers in developing confidence, knowledge, critical thinking and communication skills in the theory and practice of teaching art. The emphasis in this course is on learning how the art teacher can use educational theory and research to shape personal instructional practices in the classroom and in alternative educational settings. The course also emphasizes critical thinking skills, writing and research in art education. The following objectives are aligned with the 6 Florida Educator Accomplished Practices (FEAP) mandated by Florida legislation (Statute 240.529). At the completion of this course, students will:

- Explore the role of community and globalization in the teaching of art.
- Use theories of child development to integrate diverse student learning styles (special and exceptional needs) in the classroom.
- Explore implications of contemporary research on cognition and creativity for art education practices.
- Explore content integration and interdisciplinary approaches to the teaching of art.
- Consider the laws and court decrees that address the rights and obligations of students, parents, and educators.
- Design a plan for data collection (e.g. syllabus assessment) to inform teaching and student progress.
- Use aesthetic philosophies and theories (e.g. philosophy, classroom protocols etc), and how to apply them to facilitating classroom discourse about art.
- Use a variety of strategies (e.g. modern and post-modern) in teaching art.
- Use uses of digital technologies as a teaching and learning tool in art education.
- Demonstrate professional responsibilities and standards for art teachers in public school settings.

In addition, this course fulfills the student learning outcomes for the **Humanities (H)** and **Gordon Rule** education designations as indicated on the General Education website: http://www.cba.ufl.edu/gened/docs/GenEd_SLO.pdf and <http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>. This course provides instruction in the key themes, principles and terminology in the field of art education. The courses focus on the history, theory and methodologies used within art education, enabling students to identify and to analyze the key elements, biases and influences that shape thought. This course emphasizes clear and effective analysis and approaches issues and problems from multiple points of view.

This course engages students in critical and creative thought on the ideas around the idea of **teaching** and it does so in a manner that upholds student's ability to hold and share their own viewpoint on many concepts. **People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields.** This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, we all should encourage each other to ask honest questions and thoughtfully consider and engage in one another's ideas. However, hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. Introduction to HB7: <https://cdo.ufl.edu/hb-7/#section-embeds>

METHOD OF THE COURSE: The primary instructional methods of this class will include lecture, readings, group discussions and individual projects. To assist students in developing a full understanding of the course content, other methods of learning may be employed as needed. Students will be assessed through writings, participation in discussions, journaling, projects, and their professionalism. Students will be expected to take primary responsibility for their own professional development.

COURSE REQUIREMENTS: To achieve the objectives of this course, each student will:

- read and respond in writing to assigned readings about course content
- complete all in-class and out-of-class activities associated with the course
- complete an a professional development plan on a topic of choice related to course content
- keep a journal of participation and observations during assigned field experiences
- demonstrate content knowledge through tests, written assignments, activities, and a personal teaching portfolio.

Text and Materials: No required textbook. Readings and resource will be available online through **ARES**, UF eLearning **Canvas** (LMS), and **Livertext™** portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/>.

Livertext™ Account: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™. The link below will show you how to create a live text account for recording state requirements and internship experience. <https://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing: The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/> and www.fieldprintflorida.com

Suggested Text: While there are NO required textbooks for ARE4243, the following are some recommended for anyone building a personal art education reference library and may prove useful in your independent growth as an art educator.

Art education textbooks and journals (i.e., *Art Education Journal*, *Studies in Art Education*, *School Arts*, and *Arts and Activities*) are housed in the Education Library in Normal Hall. All materials used to complete in-class assignments will be furnished through a lab fee. Students are expected to have a GATORLINK email account and to check it regularly.

EVALUATION: Final grades will be calculated according to the following percentages:

• Professional Development Plan (PDP)	20% (Proposal 10%; Plan 90%)
• Reading Reviews, Philosophy, Resource list or pin Board (8)	20%
• Field Journal with images, time sheet, and responses to Field Experience Guidelines	20% (18/20hours) PANDEMIC ADAPTATIONS (TBD)
• Lesson Plan, project sheet, & Adaptations	20%
• Class Participation/Professionalism	10% (Take any remaining FTCE Professional Knowledge and FTCE Art Knowledge as required for internship placement)
• Teaching portfolios	10% (PDF 1 lesson plan+ project sheet/teaching philosophy/resume/ 1 FEAPs) must be submitted at the end of the semester (digital).
	<hr/> 100%

GRADING SCALE: The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at Grades and Grading Policies <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> and UF Academic Regulations <http://www.registrar.ufl.edu/examhub.html>. See the table below that reflect reflects +/- grades.

(Grading Scale: 95-100 A; 92-94 A-; 88-91 B+; 85-87 B; 80-84 B-; 77-79 C+; 74-76 C; 70-73 C-; 67-69 D+; 63-66 D; 60-62 D-; 0-59 E)
GPA equivalency A 4.0; A-3.67; B+3.33; B 3.00; B-2.67; C+2.33; C 2.00; C-*1.67; D+1.33; D 1.00; D-.67; and E, I, NG, S-U, WF 0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major

ATTENDANCE: Students are expected to arrive to class prepared and on time, to participate and contribute to class discussion, and to attend assigned field experiences. Unexcused absences will be cause for a lowered grade. Your fourth absence will result in ONE full letter grade drop. Absences will be counted from the first class meeting onward. Please communicate in writing with your instructor about any anticipated absences, and plan to complete missed work within a few days and get a response via email. Work submitted late, without a valid, verifiable excuse will lose 10% of its value.

FIELD EXPERIENCES: Students in this course are required to complete 20-24 hours of observing/volunteering/teaching in an art classroom and alternative settings and are required to document these experiences in a field experience journal.

ARE4243 Academic Policies and Procedures:

"There are two aspects of providing occasions for wonderful ideas. One is being prepared to accept children's ideas. The other is providing a setting which suggests wonderful ideas to children." (Duckworth, E., 1987 pg. 224)

Electronic Device Policy: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please put your phones on vibrate, do not check email, Facebook etc. via computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

Late Work and Make-Up Work Policy: Work turned in beyond a deadline will lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions. Any extenuating circumstances must have approval from instructor in writing via email prior to due date. Students who miss work deadlines with excused absence are responsible for submitting work on time. If excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor before/after the due date. Unexcused absence will not suspend due dates, and the work will be considered late. To be approved for an incomplete:

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation in writing prior to the final class (except under emergency conditions)

Online Resources:

Florida Art Education Association <https://faea.org/>

International Child Art Foundation <http://www.icafe.org/index3.html>

Florida Accomplished practices <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Department of Education <http://www.fldoe.org/default.asp>

State Standards (Art) <https://www.arts.gov/grants/apply-grant/grants-organizations/art-works/arts-education/state-standards-arts-education>

NAEA Advisory Best Practices http://www.naea-reston.org/archives_best_practices.html

FLDOE ARTS <http://www.fldoe.org/academics/standards/subject-areas/fine-arts.stml>

Student Conduct and Honesty Codes: Students are expected to abide by the UF Academic Honesty Policy, which defines an academic honesty offense as "the act of lying, cheating, or stealing academic information so that one gains academic advantage." In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats of APA. All images and text from the Internet, journals, or books must have full APA citation to be used in your work. APA Style | Electronic References <http://www.apastyle.org/elecref.html>

Students with Disabilities: Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. Disability Resource Center office is located in 001 Reid Hall. All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

Counseling Services: The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

In response to COVID-19: the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit <https://coronavirus.uflhealth.org/> and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

- **The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm for information on crisis services as well as non-crisis services.
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a **team member can reach out to the student**.
- **University Police Department:** (352) 392-1111 (or 9-1-1 for emergencies).
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or <https://shcc.ufl.edu/>
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 <https://uflhealth.org/emergency-room-trauma-center>
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161
- **Health and Safety:** Here is the link to SAAH's updated Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-art-history/health-safety/>

Academic Resources:

- **E-learning technical support,** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support,** <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center,** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio,** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or

by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

KEY TASK: The six Florida Educator Accomplished Practices (FEAPs) are identified below; each Indicator has associated language to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/>.

Use the following scale to rate the candidate’s evidence of overall competence in each area: 0 - No evidence provided. Unsatisfactory(1) Developing(2)Accomplished(3)Exceptional(4). Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence. Students who fail the course must repeat it later.

1. Instruction Design and Lesson Planning

Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic backgrounds.

2. The Learning Environment

Learning Environments: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

Technology: Uses appropriate technology in teaching and learning processes.

3. Instructional Delivery and Facilitation

Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.

4. Assessment

Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Communication: Uses effective communication techniques with students and all other stakeholders.

5. Continuous Professional Improvement

Continuous Improvement: Engages in continuous professional quality improvement for self and school.

Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.

6. Professional Responsibility and Ethical Conduct

Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Key Task	Accomplished Practice	Indicator
Lesson Adaptations	Instruction Design and Lesson Planning	FEAPS 3
Professional Development Plan (PDP)	Impact on Student Learning	FEAPS 5
Ethics Module	Professional Responsibility and Ethical Conduct (3 hours)	FEAPS 6 Pass module with 80%+

Course Calendar

ARE 4243 Schedule Sequence and Assignments (tentative) 8.11.2023

The faculty reserves the right to make changes to the course syllabus and course schedule. In the event that changes become necessary, students will be notified.

Week	Date	Agenda Topic	Due on this Date (before class)
Week 1	T10.17	Lesson 1: Introduction Introductions to course(activity)	
	TH10.19	Lesson 2: Advocacy, and Leadership (Resource List or Pinterest Board 5) discussion in class WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Reading Discussion Advocacy, and Leadership (Resource List) *Field Experience Journal/ongoing
Week 2	T10.24	Lesson 3: Community and Museums (Gordon Rule) discussion in class WORKSHOP: Syllabus + 1 Project Page/10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Reading Discussion Community and Museums (Gordon Rule) *Field Experience Journal/ongoing
Week 2	TH10.26	Lesson 4: COE Ethics Module <i>Livetext/Fingerprinting/FTCE etc...</i> WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Ethics Module Due <i>Livetext/Fingerprinting/FTCE</i> *Field Experience Journal/ongoing
Week 3	T10.31	Lesson 5: Contemporary Art Contemporary Issues (Gordon Rule) discussion in class discussion	Reading Discussion Contemporary Art (Gordon Rule) *Field Experience Journal/ongoing
	TH11.2	Lesson 6: Resources: WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	PDP proposal due *Field Experience Journal/ongoing
Week 4	T11.7	Lesson 7: Special Needs (Gordon Rule) discussion in class PDP share Child Development/Diversity/Special Needs Adaptation in class (michelle tool box)	Reading Discussion Special Needs (Gordon Rule) *Field Experience Journal/ongoing
Week 5	T11.9	Lesson 9: Visual and Material Culture (Gordon Rule) discussion in class Design a plan for data collection (syllabus)	Reading Discussion Visual and Material Culture (Gordon Rule)
TH11.10 No Class Veterans Day			
Week 6	T11.14	Lesson 10: WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Philosophy due *Field Experience Journal/Blog (ongoing)
	TH11.16	Lesson 11: Global and Local (Gordon Rule) discussion in class content integration <i>discussion in class</i>	Reading Discussion Global and Local (Gordon Rule) *Field Experience Journal/ongoing
Week 7	TH11.21	Lesson 12: Technology and Design (Gordon Rule) discussion in class WORKSHOP: Final Presentations: The art of presenting (15 Minutes + 5 Q & A)	Reading Discussion Technology and Design (Gordon Rule) *Field Experience Journal/Blog (ongoing) *Field Experience Journal/Blog (ongoing)
November 22- 25: Thanksgiving break			
Week 8	T11.28	Lesson 13: presentations PDP Professional Development Plan. WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	PDP Professional Development Plan *Field Experience Journal/Blog (ongoing)
	TH11.30	Lesson 14: Work on Portfolios (15 Minutes + 5 Q & A) + Wrap up Online evaluations Interning preparation (invite) 1:30-2:30 (TBD)	Work on Final teaching portfolio
Week 9	T12.5	Lesson 14: Student Presentations (15 Minutes + 5 Q & A) + Wrap up Interning preparation (invite) 1:30-2:30 (TBD)	Final Teaching Portfolio due in canvas

UF Fall 2023 Breaks: September 4: Labor Day/ October 6 - 7: Homecoming/November 10: Veterans Day/ November 22 - 25: Thanksgiving break, Reading Days December 7/8 NO Classes.