

ARE 4243: Principles of Teaching Art

INSTRUCTOR: Dr. Anniina Suominen

SEMESTER AND YEAR: 2016

CREDIT HOURS: 3

SECTION #0763

INSTRUCTOR CONTACT INFORMATION: asuominen@arts.ufl.edu

MEETING TIMES AND LOCATION: M/W 5-7 (11:45 AM-2:45 PM) **LOCATION:** Norman 10

INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D/ W 3:00-4:00 PM or e-mail for additional times & appointments

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

Undergraduate Catalogue description: (The course) Investigates the contemporary issues in art, education and society that impact teaching art in public schools. Theoretical perspectives and practical strategies are explored for developing content and teaching approaches.

STRUCTURE OF THE COURSE: This course includes two major components: weekly class meetings and field experiences. Students will: (1) meet as a group for three periods each week for lectures, group discussions, and other classroom activities; and (2) participate in a weekly field experience (three periods per week) 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 instructional practices in the classroom and in alternative educational settings. The course also emphasizes critical thinking skills, writing, and understanding 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 have a basic knowledge of:

- 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 to inform teaching and student progress.
- Use aesthetic philosophies and theories, and how to apply them to facilitating classroom discourse about art.
- Use modern and post-modern strategies 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.

METHODS 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.

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

- Professional Development Plan (PDP) 20%
- Reading Responses (5) 15%

- Field Journal with images and guided responses to Field Experience Guidelines (10 weeks) 20%
- Lesson Plan Adaptations and Development (2 collaborations) 20%
- Class participation/Professionalism 10 %
- Teaching Portfolios (pdf 1 syllabus/teaching/philosophy/resume/1 FEAPs) must be submitted at the end of the semester 15%

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

TEXT AND MATERIALS: The required texts for this course will be made available Canvas course site. Any materials for this course will be provided through the lab fee. Students are expected to join the National Art Education Association at the student rate, and attend the University of Florida NAEA Students Chapter meetings as part of their professional development as art teachers.

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. Excessive attendance problems (more than 2 absences) or tardiness will lower a student's final grade for the course one letter grade. Please communicate in writing with your instructor about any anticipated absences, and plan to complete missed work within a few days. Work submitted late, without a valid, verifiable excuse will not receive full credit.

FIELD EXPERIENCES: Students in this course are required to complete 30 hours of observing/volunteering/teaching in an art classroom and alternative settings and are required to document these experiences in a field experience journal.

ACADEMIC HONESTY POLICY: 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. <http://www.dso.ufl.edu/judicial/academic.php>

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/electref.html> or <https://owl.english.purdue.edu/owl/resource/560/01/>

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. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <http://www.dso.ufl.edu/drc/>

COUNSELING SERVICES: The Counseling Center 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. Counseling Center web cite: <http://www.counsel.ufl.edu>

The Counseling Center is located at:

P301 Peabody Hall

(352) 392-1575, Monday - Friday: 8 am - 5 pm

COURSE EVALUATION: "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. 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>."

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/>.

To pass this course you must successfully complete this key task and receive a rating of "Met with Weakness" or higher. No exceptions will be made to this rule, even if you do not plan to teach after graduation. Students who receive a "Not Met" rating will be offered a chance to redo the key task or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily (with a "Met with Weakness" or higher rating) will receive either an "incomplete" or a "failing grade" at the instructor's discretion. 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	Diversity	FEAPS 3
Professional Development Plan (PDP)	Impact on Student Learning	FEAPS 5

Tentative 2016 Calendar and Topics ARE 4243

Week 1: August 22 & 24: Theme: Mapping self (interests) & critical reflection of values & experiences (personal history)

- Monday:** Overview of the objectives, expectations, and activities for the course. Review syllabus, online interface, and other resources. In class activity & discussion: Mapping history, professional selves & mapping self portraits as art educators.
- Wednesday:** Reading assignments for week 1 (due at the beginning of class): Diverse histories and the social/cultural contexts of

art education. Bey X 2 (2013 & 2012). Activities in class: Discuss field experiences. Share Mapping history, professional selves & self portraits as art educators. Look at various maps & plan a map--or prepare to document a

collection. **Week 2: August 29 & 31: Theme: Communities of Learners & Diversity 1 & 2**

- **Monday:** Reading assignments for week 2 (due at the beginning of class): Diverse histories in art (education) and the social/cultural contexts of education. Jungenberg, Smith & Borch (2012) & Clark, Ashley & Pichette (2005) Reading Response #1 due in Canvas & class discussion (written 500 words minimum) submitted either on Monday or Wednesday prior to class. Activities in class: Discuss texts & reflections. Share maps. Discuss structure & plan for teaching philosophy.
- **Wednesday:** Reading assignments for week 2 (due at the beginning of class): Diverse histories in art (education) and the social/cultural contexts of education. Acuff, Hirak & Nangah (2012) & Keys & Fales (2007). Activities in class: Continue with maps if needed. Discuss & review Professional Development Plan.

Week 3: September 5 & 7

- **Monday:** No class, Labor Day
- **Wednesday:** Draft of teaching philosophy shared & critiqued in assigned groups (no class meeting, individual appointments as needed); FINGER PRINTING; FCAT SCORES to COE: Class does not meet this week and this session is reserved for practical arrangement to be made so that each student is able to begin observations during week 5.

Week 4: September 12 & 14: Theme: Mapping Community & Place-based Art Education

- **Monday:** Reading assignments for week 4. Assignment (due at the beginning of class): Submitted and shared: Professional Development Plan Proposal Form (a question, description, 200-500 words, three references)
- **Wednesday:** Reading Response due #2 in Canvas (written 500 words minimum) submitted on Monday or Wednesday prior to class. & class discussion.

Week 5: September 19 & 21: Theme: Environmental Art Education

- **Monday:** Field Experience 1 (to be determined)
- **Wednesday:** Journal entry due. Reading Response #3 due in Canvas & class discussion (written 500 words minimum)

Week 6: September 26 & 28: Theme: Culturally Sensitive Art Education

- **Monday:** Field Experience 2 (to be determined)
- **Wednesday:** Journal entry due. Reading Response #4 due in Canvas (written 500 words minimum) submitted on Monday or Wednesday prior to class. & class discussion.

Week 7: October 3 & 5: Theme: Gender, Sexuality and Art Education

- **Monday:** Field Experience 3 (to be determined)
- **Wednesday:** Journal entry due. Draft of 1 Adaptive lesson plan dues (bring draft copies for review) Upload to Canvas with corrections

Week 8: October 10 & 12: Theme: Art Education and Learner Abilities

- **Monday:** Field Experience 4 (to be determined)
- **Wednesday:** Journal entry due. Reading Response due #5 in Canvas (written 500 words minimum) submitted on Monday or Wednesday prior to class. & class discussion.

Week 9: October 17 & 19: Theme: Activism & Censorship

- **Monday:** Field Experience 5 (to be determined)
- **Wednesday:** Journal entry due.

Week 10: October 24 & 26: Elective theme

- **Monday:** Field Experience 6 (to be determined).
- **Wednesday:** Journal entry due. Draft of Professional Development Plan due (2000-2500 word count APA).

Week 11: October 31 & November 2: Theme: Public Pedagogy

- **Monday:** Field Experience 7 (to be determined)
- **Wednesday:** Journal entry due. What is in a presentations and portfolio (samples and discussion)

Imagination Station November 5 & 6, 2016

Week 13: November 7 & 9: Elective Theme

- **Monday:** Field Experience 8 (to be determined).
- **Wednesday:** Journal entry due. PDP visited.

Week 14: November 14 & 16: Feminist Pedagogy

- **Monday:** Field Experience 9 (to be determined)
- **Wednesday:** Journal entry due. Both lesson plans finished, edited, designed for portfolio.

Week 15: November 21 Thanksgiving: November 23-25, 2016: Elective Theme

- **Monday:** Student selected theme based on field experiences
- **Wednesday:** No class, holiday

Week 16: November 28 & 30: Professional Development & Dispositions

- **Monday:** Field Experience 10 (to be determined)
- **Wednesday:** Final preparations of resumes, teaching philosophy & portfolio, peer feedback.

Week 17 December 5 & 7: Professional Development & Dispositions

- **Monday:** Assignment due: Final Portfolio presentations and portfolios critique (PDF).
- **Wednesday:** Continue presentations and portfolio critiques

Classes end December 7 :December 8-9 reading days and December 10, 12-16, 2016 finals week

