ARE 6641: Contemporary Issues in Art Education

INSTRUCTORS: Dr. Anniina Suominen
SEMESTER AND YEAR: SPRING 2017
CREDIT HOURS: 3
INSTRUCTOR CONTACT INFORMATION: asuominen@arts.ufl.edu
MEETING TIMES AND LOCATION: Wednesday 6:10-9:10PM (residential students)
LOCATION: Norman 10
INSTRUCTOR OFFICE LOCATION AND HOURS: Norman 12D, Office hours before
class meetings. E-mail for additional times & appointments.

DESCRIPTION: This course explores ways in which contemporary issues in art,
education, and society influence theories and practices in art education. Through weekly
reading assignments, discussions, and individual research projects students will examine
scholarly writings, creative practices, and contemporary issues as they shape art
education. As an issues-oriented course, topics for consideration in ARE 6641 are
grounded in practices that foster the personal creative potential for individuals and
communities and that envision art and education as a form of critical public engagement
based on democratic values.

ASSIGNED TEXTS AND COURSE MATERIALS: ARE 6641 relies heavily on
selected readings from current literature from the fields of art, education, and art
education. Readings are on electronic reserve in the UF Library ARES Course Reserves.
These readings are listed within each lesson. Websites, articles, videos, and other
materials will also be assigned and available to you throughout the course (listed within
each lesson).
Note: If you haven't yet verified that you can access the UF Library System remotely,
make sure that you are able to do so. Click here for a tutorial on how to gain remote
access the UF Education Library.

There are no required textbook for this course, but all students are required to purchase
and use the **Publication Manual of the American Psychological Association, Sixth
Edition**. (Published by the American Psychological Association). This book is available
both on the APA Website (http://www.apastyle.org/manual/index.aspx) and on Amazon
(where you might find an inexpensive used copy).

In addition, all students must have **a USB headset with a microphone**. This piece of
equipment is crucial for fully accessing the live, synchronous sessions we have via Adobe
Connect.

PURPOSE AND OBJECTIVES: This course examines how contemporary issues,
theories, trends, and creative practices impact the multi-faceted profession of art
education, as these theories and practices are understood in relation to broader
overlapping societal, cultural, and political contexts. Although much of what we will talk
about concerns schools, it is important to also embrace the fact that art education today
takes place in many sites (community centers, museums, libraries, summer camps,

hospitals, prisons, early childhood and senior care facilities, etc.). Based on a critical and contextual approach, students will develop and refine their personal/professional beliefs about art and art education in contemporary life and will identify and engage topics for further research and critical inquiry. At the completion of this course, successful students will be able to:

- Explain how contemporary research, movements, and social/cultural/educational issues both reflect and impact practices in art and art education.
- Understand how contemporary theories in art education are shaped in relation to broader issues and movements in society and cultures.
- Critically connect contemporary socio-cultural issues to one's creative and professional practices as an artist and educator.
- Identify and utilize current scholarly, professional, and creative research, practices, and online resources (books, journals, zines, websites, blogs, exhibitions, multi-media presentations, online sites, etc.) to further one's understanding of the profession and educational practices.
- Conduct research, create art works, and write scholarly texts that engage course theses and issues.
- Share research and creative work with peers and with the public.
- Speculate about possible future directions/issues/research in the multi-faceted discipline of art education.

LEARNING ACTIVITIES: A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives. The primary instructional methods of this course include assigned readings and inquiry activities for each lesson, short formally written essays (reading reviews), online group discussions relating to the course topics, student presentations, work with peers, research, and independent creative and scholarly project work. Extensive reading, writing, interaction with peers, and independent research will be required to help students achieve the course objectives.
To achieve course objectives, students will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Creatively and critically analyze and utilize available resources as they inform and extend upon one's professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations) with the intent of expressing one's views honestly while respecting diverse viewpoints.
- Participate professionally in the course online learning community through supportive and informative responses to peers and through thoughtful presentations of personal research.
- Complete an independent research project that extends the course content while honoring personal interests.

Note: Due dates for all learning activities are provided in the course schedule.

Reading Reviews: Course readings examine contemporary theories, practices, and social issues and apply these examinations to contemporary art education theories and practices. Students read, summarize, and discuss assigned readings in formally written Reading Reviews.

Format: Reading Reviews must be typed and between 900-1000 words in length. Use 1-inch borders, 1.5 line spacing, and utilize a 12-pt typeface such as Times New Roman or Arial. Students place their name, date, and the title for the reading review in the top left hand corner of the first page. The entire review is written in paragraph/narrative form. The first line of each new paragraph is indented by .5". No extra spaces should be added between paragraphs or before and after headings and bullets should not be used. Specific Reading Review directions will vary from lesson to lesson specific directions for each of the Reading Reviews are given in the Lessons. Students are expected to read and follow the instructions that are specific to each Reading Review.

Content: Reading reviews are organized into three sections and references:
(a) **Summary** (integrating and weaving together all of the readings assigned for this lesson into a summary paragraph or two);
(b) **Concepts (**discussion of most important concepts or key terms, and examples/explanations given for these key concepts or terms;
(c) **Critical analysis, applications, and personal reflections**
Students may create descriptive headings for these three sections, or use variations on the wording for headings for these sections as shown above, as long as what is contained within these three sections comply with the instructions given. Headings should be short and descriptive. Sub-headings are positioned flushed left and bolded.
(d) **References**, (cite the chapter or articles you read in APA style at the end of your review under a centered heading of References.

In *evaluating* each Reading Review, the following criteria will be taken into consideration:
(a) organization and mechanics (b) content objectives, and (c) development and relevance.
Reviews that are more than 200 words either over or under the suggested word count requested will be returned to students ungraded. Writing in a focused, clear, and concise manner is an essential skill to be learned and demonstrated. Reviews turned in late will not receive full credit. Managing time and prioritizing efforts are essential skills for this course and in professional life.

For each submitted Reading Review, each student receives written feedback from faculty regarding fulfillment of assignment guidelines and quality of writing. This feedback will be available in the instructor comment area of the Assignment Drop boxes. Students are responsible for reading all provided instructor feedback, understanding it, and submitting subsequent reviews that appropriately attend to writing problems identified by instructors in previously evaluated papers. Students are expected to correct writing, mechanical, grammar, or APA problems identified by the instructor in earlier papers in subsequent papers.

Discussion Forums: In this course, students encounter three kinds Discussion Forums: (1) Weekly Thematic Discussions, (2) a Peer Mentoring Discussion, and (3) Project Sharing Discussions. There are a total of 14 Discussion Forums in all. Eight of these Discussion Forums are graded (Weekly Thematic forums). The remaining discussion forums (Peer Mentoring and Project Sharing) will count toward your Professionalism grade.

Weekly Thematic Discussion Forums: Throughout the semester, students are required to read various articles, chapters, and explore websites. Students will reflect on those readings and engage in dialogue with classmates via discussion forums. The point of these discussions is not to merely summarize the reading assignments or to achieve one particular understanding of an assigned author's point of view for the whole class. Instead, the goal is to consider new insights, apply, and critically engage with the readings, as well as to become more aware of how we ourselves act upon our own beliefs and values.

Specific directions and prompts for each Weekly Thematic Discussion Forum provided. Students are expected react and consider these prompts and directions.

Participation Expectations in Weekly Thematic Discussions: Weekly thematic discussions Forums are open for the duration of a Lesson. Each Lesson in this course is one week long, with the exception of Lesson 8, which is 5 days long. Students are expected to read the specific Weekly Thematic Discussion Forum prompts/directions for each Forum. These prompts will be different for each Forum.

Initial Thematic Discussion Forum posts should be between 250-400 words long. **Each student is expected to submit your initial reading response post within the first three to four days of the lesson.** This will allow you to reflect and post thoughtful replies to your classmates throughout the remainder of the lesson. In addition to posting your own personal response to the discussion topics, you are expected to respond in a meaningful way to **a minimum of 2 other postings** from your class members. In addition, if someone posts a reply to your initial response, you are strongly encouraged to reply in return. Additional participation is encouraged and will earn higher points each week. You should login to the Weekly Thematic Discussion Forums (and/or other discussion forums) several times each week to follow the ideas of your peers. Your critical approach to the content is very much welcome.

Peer Mentoring Forum: Each student is paired up to "peer mentor" another student and to provide mutual feedback throughout the Critical Intervention/Critical Voice Action Plan, and the Final Independent Projects. Each student pair is assigned to a Peer Mentoring Discussion Forum that can be accessed by the instructor and the two assigned students. In these private discussion forums students follow each other's progress, post in-progress ideas, help one another, peer review each other's ideas and work-in-progress, make suggestions as the partner-student plans and begins their work, and even make final recommendations to one another as projects near completion. Merely saying things like

"great ideas" although nice, are not the same as offering specific, constructive advice that helps your peers to improve their work.

These two Peer Mentoring Discussion Forums will extend beyond specific lessons or weeks in our calendar. Students are asked to contribute to these two forums several times as these two projects come to completion. As the peer mentoring continues throughout the lessons, and until the project is due, we ask that you mentor those classmates' posts to the Peer Mentoring Forum that have not yet received a lot of responses, rather than everyone peer-reviewing the same classmates' ideas.

Your participation in Peer Mentoring Discussion Forums will be reflected in your *professionalism points earned in this course.*

Peer Mentoring takes many forms, including:
- Reading your partner's ideas and discussing them further.
- Asking insightful, relevant questions that help your partner focus and refine their ideas.
- Suggesting readings and research that inform your partner's projects (including providing links to or PDFs of these readings or research, and saying how these readings and research inform your peers' projects).
- Suggesting websites that are relevant to your partner's projects, providing URLs (web addresses) to these sites, and explaining how they are relevant to your peer's projects.
- Examining your partner's plans and making recommendations for improvement, enrichment, or extension of their action plans.
- Reading your peer's ideas carefully, and pointing out possible errors or omissions.
- Suggesting additional venues or outlets for your peer's action plans, explaining where these venues are and how to access these venues.
- Looking at partner's artworks, and offering constructive suggestions.
- Providing copyediting service to your peer, noting grammatical, punctuation, typos, spelling, APA or other formatting errors in their writings
- Helping a peer strengthen their writing by pointing out areas that seem unclear or unfounded, or that would benefit through further explanation, examples, or development.

Project Sharing Discussion Forums: There are four major projects due in this course (Identity Image/Profile/Statement; Critical Intervention/Critical Voice Action Plan; Reference List; and Final Independent Project - Image and Scholarly Essay). In our Project Sharing Discussion Forums, each student posts an active web-link to a completed project work along with a short description, look at each other's completed projects, and offer comments to one another. Participation in Project Sharing Forums will likely extend beyond a specific lesson or week.

Project Sharing Discussion Forums are ungraded, but participation will be reflected in your professionalism points earned in this course.

Professional Website: Students share major projects in this course (images and writings) on personal, professional websites. If a student does not yet have a professional website, a cite needs to be established this course. Students in previous semesters have easily and successfully used the following free web hosting services (Google Docs, Livebinder, Weebly, Wix, etc). These Web hosting services also have easy to use Web templates in which content is simply uploaded to the template, and a webpage is generated

automatically. Having these documents available on a website makes it tremendously easier to share them with peers in this course and art education program. Once the course has ended, students may want to improve or work further on these projects (images, writings, educational documents, etc.), or remove these documents from professional website until they are as high quality as they can be. NOTE: A website is different from a blog. Although one may also keep a blog, a website is needed for this course.
You will use this website in other courses in the UF Art Education online program. Having a website will contribute positively toward Professionalism grade.

Identity Image/Professional Profile/Narrative statement: Each student creates an image that presents her/his identity as a professional artist and/or educator. Students may use any media to create this image. Post creation the artwork is to be digitized at a high quality (focused, good contrast, good detail, good color saturation, good exposure, no pixilation or fuzzy areas), inserted on your provided Assignment Template, and then shared online. This image is like a "visual map" of self, professional aspirations, and life experiences. In addition, each student creates a written professional profile, utilizing the provided Assignment Template or by constructing an original format for this profile. This profile functions like a mini CV or résumé and should articulate professional experiences and interests for further inquiry. The created image/artwork should appear on the Template. Finally, each student writes a succinct professional autobiographical statement (about 150-200 words) articulating who one is professionally and what one believes in. The autobiographical statement is a concise narrative. It should briefly encapsulate beliefs and experiences as an artist, an educator, and a scholar.

Critical Intervention/Personal Voice Action Plan: This assignment is focused on engaging in (and contributing to) ongoing conversations about critical issues (local, regionally, and globally) as they shape and are shaped by art education. The purpose of this project is for students to examine contemporary "conversations" about current issues that are occurring both locally and globally – issues that connect to art, society, and education; to connect these conversations to themes or issues of professional interest; and to join this conversation in an insightful and engaged way. Each student proposes a plan of action to critically engage the issue under discussion**.**

Each student will develop her/his own "Plan" and share his/her ideas and work-in-progress with the assigned partner/peer in the Peer Mentoring Discussion Forum for advice. Students may choose to collaborate on this project with one other member of this class. In that case, the co-developers will jointly prepare one action plan or project. Remember, The purpose of the Critical Intervention/Personal Voice Action Plan Project is to develop a plan for a critical intervention, something that one might actually implement at some time in the future.

Reference list: Each student will be responsible for creating a list of **10 scholarly or creative resources** (books, chapters, journal articles, exhibition catalogues, websites, videos, animations, news articles, published interviews, online slide presentations, "white papers" published by governmental agencies, foundations, or not-for profit organizations, etc.) that relate to the identified course themes, and might inform a more extended

research project. Students are encouraged to organize searches for these sources around personal (professional) interests as they relate to course topics and to use these sources in your final independent study project. Many students find this research is even useful for their capstone research. Your reference list (i.e., your source material) MUST be formatted in proper APA style. Note: Proper APA formatting includes and applies to references to sources that are found online.

Reference lists are submitted to the designated Assignment Dropbox and shared in our the Project Sharing Discussion forum. Sharing in this way will benefit each participant as one may find classmates have explored similar topics and others who might be looking for additional resources.

Independent Project: The purpose of the Independent Project is to provide students with an opportunity to explore an issue related to contemporary art education that is of personal and professional interest, which emanates from course readings, and/or addresses a contemporary social issue that is significant to the art education community. It is likely that in this final Independent Project, art, research/inquiry interests, and teaching form of mutually supportive and intertwined exploration or critical intervention.

Assignment Components: This project involves developing an original work of art in any medium (*Drawing, Painting, Clay, Sculpture, Printmaking, Photography, Digital Collage, Animation, Video, etc.) accompanied by a 1500-word APA formatted scholarly essay (not including the references) that critically and creatively extends an issue from any of the topics from class which has implications for contemporary theories and practices of art education and/or can be utilized as a teaching resource in one's professional practice as an art educator. Remember, art education takes place in many settings, including but not limited to schools, museums, community centers, libraries, hospitals, detention centers, etc. The topic chosen for this project should be personally meaningful, relevant to one's immediate community, as well as to the large community of peers and the professional community of art educators.

An Independent Project Proposal Form must be completed and submitted to the designated Assignment Drop box for instructor feedback. One may proceed based on this instructor feedback as well as feedback received from one's peer mentor as Peer Mentoring Discussion Forum will be utilized for this project similar to the Critical Intervention/Personal Voice Action Plan.

Presentation of the Independent Project: Each student delivers a 5-minute, high-quality slide presentation of their Independent Art and Inquiry Project. The Final Presentation will synthesize all parts of the project to include some personal background information and why this project topic/issue was chosen, summary of the issue and how the issue was explored, one's approach to research and inquiry, list of supporting literature, and summary for potential further questions or explorations. Final presentations will take place in real-time via Adobe Connect (refer to the course schedule for Adobe Connect session date and time). All presentations must be submitted to the Assignment dropbox 24-hours prior to the live Adobe Connect meeting. If the instructor does not have access

to the final copy of your presentation at least 24-hours prior to the final Adobe Connect session, a student will not receive credit. Please plan accordingly!

Note: If you cannot attend the live session, make arrangements with your instructor ASAP. You will be required to record your presentation as a movie file with voiceover, post your movie to YouTube, make it public, and submit your YouTube link to the Assignment Dropbox by the due date. There are many ways to make a PowerPoint presentation into a movie with voiceover. Google a "how to" question.

Professionalism: Educator professionalism contains three essential characteristics: competence, performance, and conduct, all of which directly impact a teacher's effectiveness. You will receive a grade on professionalism in this class based on your engagement in discussion forums, peer mentoring, reading reviews, project work, and website development. The instructor observes for tangible evidence of demonstrated interest in learning, preparedness for each lesson, completion of all class assignments in accordance with assignment guidelines and deadlines, production of high quality work, dependability, consideration of others, and contributions to our learning community.

Grading Policy: Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Reading Reviews: • *(Lesson 1)* Contemporary Theories and Perspectives in Art Education • (Lesson 3) Visual and Material Culture • (Lesson 5) Technology and New Media • (Lesson 7) Engagements, Activism, and Art (Education) as Social Practice	**(20%)** *each worth 10 points* *(5%)*
Graded Weekly Thematic Discussion Forums : • (Lesson 1) Contemporary Theories and Perspectives in Art Education • (Lesson 2) Identities in Art and Art Education • (Lesson 3) Visual and Material Culture • (Lesson 4) Diversity Issues in Art Education • (Lesson 5) Technology and New Digital Media in Art and Education • (Lesson 6) Creation, Creativity, and Artistry in Curriculum • (Lesson 7) Engagements, Activism, and Art (Education) as Social Practice • (Lesson 8) Communally Engaged Educators (summary)	**(20%)** *each worth 5 points* *(2.5%)*
Identity Project: Artwork, Assignment Template, and Statement	*20 points (10%)*
Critical Intervention/Personal Voice Action Plan	*20 points (10%)*
Reference List	*10 points (5%)*
Independent Research Project: Artwork, Scholarly Essay, and Final Presentation	*50 points (25%)*
Professionalism	*20 points (10%)*
Total	*200 points (100%)*

Evaluation criteria used in each of these areas is provided within the Lessons and specific Assignment Rubrics. 'Incompletes' for the course are only given to students who are in good standing, but who due unusual and unforeseen circumstances are unable to complete the course requirements in the allotted time (see Incomplete Policy below).

Late Policy: In order to earn an 'A' in this class, all assignments must be completed and on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Course work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including individual research interests and evidence of transformative thinking and learning.

Incomplete Policy: School policy dictates that an incomplete grade (or "I") should only be given in situations in which a student is in "good standing" in a course, but is unable to complete the course requirements because of mitigating circumstances. In cases where an "I" is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the "I" grade. If the work is not completed by the end of the next term, and the "I" grade is not changed via a grade-change form, the "I" grade is automatically converted to an "E" grade.

Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

Grading Scale for Points Earned: 190-200 A;184-189 A-;176-183 B+; 170-175 B; 160-169 B-; 154- 159 C+; 148-153 C; 140-147 C-; 134-139 D+; 126-133 D; 120-125 D; 0-119 E.

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for additional information on UF grading policies. **Please Note:** A grade of C- or below will not count toward major requirements.

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.

Course Policies:
Participation: Successful online learning requires active participation in each course. Thus, it is essential that students login to course components several times each week so that one does not miss anything or fall behind. Regular, active, and meaningful participation is expected of all students, and frequency and quality of participation may affect your grades.
Students should plan to login to the course several times throughout the week. On average, you should expect to be on one of the course sites (e.g., Sakai or Adobe Connect) approximately several hours per week. As for time spent on outside study (e.g., reading, writing papers, doing online research and so on), you should expect to spend approximately six to nine hours per week (or for some people more).
This course includes both asynchronous and synchronous learning activities. During much of the term, you will engage in the course asynchronously on your own schedule. In addition, live, two-hour synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for session dates and times). During these sessions, I will be able to talk with students about the course content in real

time, and vice versa. Expectations for the course assignments will be explained, and students will be able to ask questions. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting.

Academic Honesty: All 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." All students are required to abide by the UF Academic Honesty Guidelines, which have been accepted by the University. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. Additionally, students may also refer to the UF Student Guide that includes students' rights and responsibilities, UF's standard of ethical conduct, honor code and academic guidelines. In addition to providing feedback to students, to encourage proper citations and to check for potential plagiarism issues, the instructor will utilize a **Turnitin** function to check for proper citations and reference practices.

Network Etiquette: Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The 'Core Rules of Netiquette' (Virginia Shea,1994) are a set of guidelines that all members of this course are expected to adhere to. Remember, first we are all human. Online learning environment participants that do not adhere to the netiquette expectations may result in both personal and legal consequences.

> **Note**: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Student Support Services: As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit http://helpdesk.ufl.edu. For a list of additional student support services links and information, please visit http://www.distance.ufl.edu/student-services.

Students with Disabilities: Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center may be found on the Web at http://www.dso.ufl.edu/drc/; reached by phone at (352) 392-7056 TDD: (352) 846-1046. All course materials may be made available in alternative format on request.

Complaints: Should you have any complaints with your experience in this course, please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Changes to the Syllabus: 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 through UF email.