

# **ARE 6933: Course Title: Artistic Development: Perspectives on Contemporary Art, Learning, and Practices**

**Credits:** 3

## **Faculty Contact Information**

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*Note: During the course, all email communication should be through CANVAS mail. After the course ends, you may email me at my regular email address above.*

*Also Note: I will add important Announcements throughout the course. It is essential that you log in to the course site regularly and read the Announcements.*

## **Course Description**

*Artistic Development: Perspectives on Contemporary Art Learning, Development, and Practices* examines current research about artistic learning and development, identifying connections between artistic/aesthetic behaviors and other domains of human development. We consider perspectives derived from varied disciplinary lenses as they inform our own understandings about ways in which artistic learning takes place in the 21st century. Disciplinary perspectives include socio-cultural learning theory, complimented by studies from psychology, anthropology, art education, and art criticism. Art, in this context, is an expansive term that refers to a diverse array of creative visual, aesthetic, and symbolic expressions and cultural productions. Course activities and assignments are set forth in a fast-paced but thoughtful examination of the nature and relevance of artistic learning today.

## **Course Topics**

Understanding and describing art; cognitive and graphic developmental studies; aesthetic development; socio-cultural learning theory; emerging notions about visual experience, visuality, and the development of multi-literacies; creativity and artistic giftedness; questions in child art studies; adult artists' artistic motivations and behaviors; contemporary contexts in which individuals make, learn about, and share art; research methods for studying artistic learning and creative practices.

## **Textbook and Materials**

Students must have their own copy of the official *Publication Guidelines of the American Psychological Association (6th edition)* by the start of this course. You may purchase the book from the APA website <http://www.apastyle.org/manual/> or buy a used copy from Amazon. Be sure to get the 6th edition. In addition to the APA book, students may find this [APA Format Handout for References and Citations](#) helpful. Students are expected to format all academic papers written in the program in APA style.

Additionally, you will need a **USB headset with mic**. This piece of equipment is crucial for fully accessing the live, synchronous sessions we have via Adobe Connect and Big Blue Button.

Course readings are available in the University of Florida library electronic reserves (ARES) under this course title (ARE 6933 *Artistic Development*). Students may access these readings through the Course Reserves link in the left hand menu of our CANVAS site. Individually assigned readings are identified by author and title in ARES. To access Course Reserves, follow the below steps:

1. Connect your VPN first (aka Cisco AnyConnect). You use Cisco AnyConnect to get your VPN connection working. When you try to connect your VPN, you will be asked for your UF login name and password to get your VPN connected.
2. It is recommended that you use Firefox or Chrome to log into CANVAS and this course.
3. Once in this course, click on Course Reserves in the CANVAS left hand menu area.
4. A list of articles for this course should now appear. Find the article you want and click on *View Item*.
5. Your article should now appear as a downloadable PDF. There should not be any fees for downloading articles. If you see that there are fees for downloading, it is probably because you did not connect your VPN before trying to access Course Reserves.

Students needing technical assistance finding or accessing the UF Library online readings for this course should call the UF library at [\(352\) 273-2523](tel:352-273-2523). Let me know as well by email. I cannot solve tech issues, but you should keep me informed.

The UF Library staff will also help you learn how to conduct an online search of the UF Library online databases for articles about individual research interests.

**Note:** *You must install and connect to Gatorlink AnyConnect VPN in order to login remotely to the UF Library ARES Course Reserves. Click here for step-by-step instructions for Installing and Connecting to Gatorlink Anyconnect VPN.* Call the UF Help Desk if you have difficulty getting VPN working on your computer.

## Technology Requirements

Specific technology requirements are given as expectations for admission to this degree program. These expectations include having a well-functioning up-to-date networked computer, reliable Internet access at home and at work, specifically listed up-to-date software, properly functioning peripheral digital devices, and a good quality USB headset/mic for your computer.

In addition to the technology requirements listed for admission to this degree program, students taking this course need to have a website (on weebly.com or wix.com) to upload and share course assignments on as well as establish their own accounts on one or more of the following online social media sites by the end of the first lesson in this course: Facebook, Twitter, Pinterest, or ISSUU. All of these social media sites offer free accounts.

- Students needing technical assistance with their computing or software needs should call the UF Help Desk (See “Getting Started” in the Course menu).
- Please also take advantage of the fact that you have free access to Lynda.com through the University of Florida. Lynda.com is a fabulous collection of well-designed, short tutorials about just about anything you could want to do with new digital media. When you first log in to your “my UFL” account, you will see a link to Lynda.com

Additional information about the UF grad program forms and deadlines are available in CANVAS on Art Ed Central. You may navigate to Art Ed Central when you first log into CANVAS.

## Course Objectives

*Artistic Development: Perspectives on Contemporary Art, Learning, and Practices* is designed to provide an opportunity for students to examine current understandings about contemporary artistic practices, learning, and development. The course provides a collaborative, inquiry-rich environment in which class participants may apply these considerations to their own professional lives. Utilizing online resources and social media, students will study theories of artistic and aesthetic development, analyze the artistic tendencies of contemporary artists, conduct a study of child art, engage in a self-study of their own artistic development, and bring these findings together in a final scholarly literature review with course insights.

Upon successful completion of this course, students will be able to:

1. Explain research about how individuals learn about and through art.
2. Read, analyze, write about, and discuss assigned scholarly texts.
3. Conduct research, write in a scholarly manner, make art, and share work with peers.
4. Self-publish your research on a professional website that you create.
5. Utilize social media to enrich your professional work and connect to other professionals.

## **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. Specific assignments and evaluation criteria may be found within the Lessons.

*Note: Due dates for all learning activities are provided in the Course Schedule. To get the Course Schedule, click on Modules in the CANVAS left hand menu, The Course Schedule will be available in the list of links that appear.*

## **Required Readings**

Specific readings are assigned in each lesson, which are available in the UF library electronic reserves (ARES). Students may access the e-reserves directly from our course site using the Course Reserves link in the left hand menu. Students will also identify, retrieve, read, and discuss additional scholarly texts that inform their understandings about artistic development. Additional readings may be found in the UF Library JSTOR and Wilson Full Text online databases. Based on the readings, students will participate in discussions with their peers as well as complete an independent literature review .

## **Discussion Forums**

Reflecting on the content and significance of assigned readings, and in response to specific writing prompts given in the Lessons for each discussion forum, students will discuss *with peers* the readings in weekly online CANVAS Discussion Forums. Our online discussion forums take the place of the robust interactive conversations in that typically occur in graduate seminars conducted in a face-to-face classrooms. Criteria for evaluation of student participation our CANVAS Discussion Forums over assigned readings include (1) the degree to which your posts address the specific writing prompts given for each forum; (2) conceptual development of your explanations and ideas; (3) focus, clarity, and quality of your writing (good English, no grammatical mistakes, etc.); (4) inclusion of interesting relevant outside resources, active web links, and images that relate to the content of the readings and writing prompts; and (5) your degree of participation, sharing your ideas and giving due attention (and responses) to your peers' ideas.

## **Literature Review/Course Insights Paper**

An APA-formatted Literature Review/Course Insights paper is due at the end of the course. Students will prepare and submit their Literature Review/Course Insights paper as directed in Lesson 8 and in the

guidelines provided for this assignment. Criteria for evaluation of the Literature Review/Course Insights paper include: (1) fulfillment of stated objectives and writing prompts for your Literature Review/Course Insights paper; (2) conceptual development of and scholarly support for your explanations; and (3) focus, clarity, and quality of your writing, including but not limited to adherence to APA format and any additional format and file labeling requirements.

## **Projects**

There are three other major projects due in this course. These projects include: (1) a study of contemporary art practices; (2) a study of youth-created art; and (3) a self-study of your own artistic development. In addition, you will develop a presentation highlighting what you learned throughout the course. See a sampling of UF grad student project work from previous semesters in this class below:

[A Self Study in Artistic Development](#) by Amanda Quay (ISSUU: 2012)

[A Self Study in Artistic Development: The Artist in Me](#) by Jessica McKinney (PDF 2015)

[Youth Created Art: Exploring Expression Through Subject and Media](#) by Mindy Montgomery (Website, ISSUU, Pinterest, PDF 2012)

[Laura Keeney: From Late Bloomer to Global Participant](#) (ISSUU: 2013)

[Mrs. Ana's Artistic Development](#) by Ana Robles (ISSUU: 2013)

[My Unique Collection of Art Practices and Inspirations](#) by Hunter Rion (ISSUU, 2014)

[Artistic Development of Children](#) by Jessica McKinney (Original works of art created by Jessica's students can be seen on a Pinterest board; To read Jessica's Research Brief on Teenage art, creativity, and freedom of expression, click on [Youth Art Study](#); [click here to view Jessica's website](#), 2016).

[Child Art Pinterest Board](#) by Alexis Savage (2016).

[Now You See Me: A Study of Children's Self Portraits](#) by Danielle (Horak) Henn on Pinterest; [Read Research Brief here](#) at the button of the page; [View Danielle's website](#), 2016).

### **Study of Contemporary Creative Art Practices: Pinterest Collection and Resource Packet**

For this project you will curate a collection of links to approximately 15-20 art works or websites representing a contemporary art form, group of artists, single artist, creative cultural group, or art style or movement that is of interest to you. Focus your collection. Create your collection in Pinterest, an online social bookmarking site. Each pin should be accompanied by an annotation (that you write) in the comment area. After completing your collection of pins, write a two-page APA-formatted Resource Packet that explains your research and artworks in your Pinterest collection. Publish your work on a web page that you create for this assignment. Share your work with your classmates and with your online social networks.

### **Study of Youth-Created Art (Child Art): Pinterest Board, Research Brief, and an Original Work of Art**

In the second project, you will utilize available online images of youth-created art to curate an annotated collection of youth-created art in Pinterest. Create a Pinboard for this collection. Your Pinterest board should serve as a research site for your study of youth-created art (*aka* child art). Write a Research Brief about the pinned images and create an original work of art inspired by what you discovered in doing this

project. Make everything available on or through a web page that you create for this assignment, on your website. Share your work with your classmates and with your online social networks.

### **Self Study of Your Own Art Development: Online Gallery, Autobiographic Paper, and E-Booklet**

For the third project, you will collect and digitize art works that you have created in your lifetime. On a separate web page linking from your homepage, create an online art gallery of 10-15 of your most interesting art works. Your gallery should contain a short artist's statement (about 100 -150 words). Each work in your online gallery should be captioned. Write an autobiographic essay explaining your own artistic strategies, influences, and current practices. Finally, design an e-book based on your self-study using a free site called ISSUU. For examples of UF Grad student ISSUU publications see: <https://www.pinterest.com/edelacruz/ebooks-by-uf-grad-students/>

Self-publish your art gallery and autobiographic paper on a web page you create for this assignment, and create a link on that page to your ISSUU publication. Share your work with your classmates and with your online social networks.

For this assignment, you need to locate some of your artworks, and you need a decent digital camera to digitize your 2-D and 3-D art works. Get your art gathered ASAP and get your camera. It does not have to be expensive, but it does need to take decent quality images. Digitized images must be high quality.

### **Final Presentation: Course Highlights: 8-slide PowerPoint Presentation**

At the end of our term, you will create and share in our final Adobe Connect live session an 8-slide PowerPoint presentation sharing your course-related learnings, insights about artistic development, and highlights of your own creative and scholarly research created in this course. During our Adobe Connect session, you will have five minutes to present your slides. For more information, [click here for PDF download](#).

### **Other Requirements**

#### **Live sessions in Adobe Connect**

We will meet LIVE two times in Adobe Connect to discuss projects and share research. Times for these meetings are given in the Course Schedule. You will receive a URL join link for these meetings prior to each meeting. You must have and properly set up a good quality properly functioning USB headset/mic prior to the beginning of each meeting.

#### **Your Professional Website**

Self-publish the projects completed in this course on your professional website. Make a unique web page for each assignment rather than clustering all of the assignments onto one web page. If you do not already have a professional website, create one, starting with a homepage. Make a set of elegantly designed individual web pages to archive and share (self-publish) each of the major assignments in this course. You may add to or redesign an existing website to fulfill new and multiple purposes. Your website will not be graded, but it should be professional, error-free, and well designed since it represents you as an art educator/artist/scholar. You will use your website throughout the program. I recommend [Weebly](#), a free and easy to use web-hosting site.

### **Grading Policy**

Final grades will be calculated according to the following points and % value of the final course grade:

<b>Evaluation Component</b>
<b>Graded CANVAS Discussions: (20%)</b>
<ul style="list-style-type: none"> <li>• One per Lesson, totaling EIGHT graded discussions -- 5 points each, totaling 40 points</li> </ul>
<b>Literature Review/Course Insights Paper: (25%) -- 50 points</b>
<b>Projects: (50%)</b>
<ul style="list-style-type: none"> <li>• Study of Contemporary Art -- 30 points</li> <li>• Study of Child Art --30 points</li> <li>• Self Study of your own Art -- 40 points</li> </ul>
<b>Course Highlights Presentation: (5%) -- 10 points</b>
<b>Professionalism: (Expected)</b>
Sharing work in Forums and online sites. Web site development. Attendance at Adobe Connect live sessions. Completion of work by due dates. Courtesy. Discussion Forum Participation.
<b>Total - 200 points = 100%</b>

## 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 not receive full credit. 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. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

## Incomplete Policy

University 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.

Evaluation criteria used in each of these areas is available. Incompletes are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time. 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

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

### Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected, and that frequency and quality of participation will affect your final grade.

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 (CANVAS or Adobe Connect) approximately six hours per week. Later in the term, once the class projects get underway, additional online time is expected. 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. Synchronous sessions are planned during the semester on Adobe Connect (refer to the course schedule for Adobe Connect session times). During these sessions, the instructor will be able to talk with students about the course content in real time, and vice versa. The expectations for each project will be explained in detail during these sessions, and students will be able to ask questions. Students will also share and discuss their independent research projects they've completed in class. Students unable to attend a live session will be able to watch a recorded (archived) video of the meeting on the Adobe Connect site.

### Academic Honesty

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 means not submitting papers or projects that were created by another person(s) and properly citing sources for any material used in completing course assignments.

*Submitting work that has been plagiarized will result in a failing grade.*

### Netiquette

Netiquette, short for network etiquette, is the set of rules and expectations governing online behavior and social interaction. The Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>) are excerpted from the book Netiquette by Virginia Shea (1994), and 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.

### 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 ADA office may be found on the Web at <http://www.ada.ufl.edu>; 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.

### **Online Course Evaluation Process**

Students are asked 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/results/>.

### **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 CANVAS email.

## **Course Summary:**

### **Date**

### **Details**

[Final Course Highlights Pecha Kucha Lite Presentation](#)

[Lesson 1: Perspectives about art and learning: What stands out and why? \(Graded\)](#)

[Lesson 2: Examining the Artistic Tendencies of Young People: which explanations work best today? \(Graded\)](#)

[Lesson 3: Understanding Development as Non-universal, Asynchronous, Culturally Shaped, and Domain Specific \(Graded\)](#)

[Lesson 4: How has Social Learning Theory influenced art education? \(Graded\)](#)

[Lesson 5: What potential do young people have for understanding works of art, and how do adults both facilitate and limit that potential? \(Graded\)](#)

[Lesson 6: How do these contemporary art theories shape your views about art and artistic development? \(Graded\)](#)

[Lesson 7: Open Forum \(Graded\)](#)

[Lesson 8: What stands out now? \(Graded\)](#)

[Literature Review](#)

[Study of Contemporary Creative Art Practices](#)

[Study of Your Own Art Practices \(Self Study\)](#)

[Study of Youth-Created Art \(Child Art\)](#)