

ARE 6933: Thinking in Art Education

Term: Fall 2019

Credits: 3

Faculty Contact Information

Section: ARE 6933 – 17C6

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Office hours in ZOOM and on the phone, per student request

Note: All email communication should be through Canvas mail. After the course ends, you may email me at my regular email address. Connect your UFL email to Canvas to receive updates. I can only send email to your UFL email account, be prepared to check your UFL email regularly.

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

This course is structured to assist graduate art education students in exploring the psychology of creativity and how to foster students' critical, creative, and practical thinking skills and dispositions in the art classroom. Emphasis will be on understanding how learning in and through art and design supports new paradigms of intelligence and creativity theory.

Textbook and Materials

- REQUIRED TEXT for this course:

Kelley, T. & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all*. New York: Random House Publishers.

- Weekly readings will be available online through the course CANVAS website and the COURSE RESERVES (ARES) available through the UF Library website.
- VPN Software (AnyConnect) is required to access Course Reserves from the UF Library website.
- A USB Headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on ZOOM. We have found that using the microphone installed in a laptop, tablet or desktop computer is not always reliable on ZOOM.

This course is structured to assist graduate art education students in exploring the psychology of creativity and how to foster students' critical, creative, and practical thinking skills and dispositions in the art classroom. Emphasis will be on understanding how learning in and through art and design supports new paradigms of intelligence and creativity theory. Taking theory to practice, we will investigate learner-centered pedagogies and environments that foster inquiry-based, self-directed and connected thinking—including design thinking and project- and problem-based learning. In a hands-on way, you will expand your skills a researcher by engaging in collaborative action research and learning to design and facilitate student-driven, multidisciplinary curricula that fosters cultures of thinking towards meaningful innovation. In a spirit of critical inquiry, this course takes a deeper look at good art teaching and how to better foster student-driven inquiry, connectedness, and depth in students' thinking and learning.

At the completion of this course, students will be able to demonstrate understanding of:

- the connectedness of creativity and critical thinking; what affects creativity; and how art and design education can develop creative confidence and balanced intelligence
- ways in which to develop intellectual curiosity, critical thinking, creativity, and responsibility in visual, oral, envisioned, and written ways
- how to apply design thinking as a collaborative project- and problem-based learning process for improving creativity, critical awareness, collaboration and social-emotional learning
- design thinking as a learner-centered, constructivist process for finding and addressing a challenge that exists in the classroom, school or community.

Methods of the Course

The primary instructional methods of this seminar class include assigned readings and asynchronous group discussions on course topics. Synchronous online lectures, presentations, research, and independent project work will also be used to help students achieve the course objectives. Collaborative action research, individual studio-based explorations, and visual reflections and written reflections prepare candidates to better foster 21st century skills and mindsets in others.

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. Due dates for all learning activities are provided in the Course Schedule.

Reading Review Assignments

Written reading reviews must be typed and between 800-1000 words (or 2-3 pages) in length, unless otherwise indicated. Use 1-inch borders, 1.5 line spacing, and a 10-pt or 12-pt typeface such as Times Roman or Arial. Place your name and date with a title for the reading in the top left hand corner of the first page. Then, organize your written response under three sub-headings: Summary, Key Points, and Personal Reflection, unless otherwise indicated in the lesson instructions. Lastly, cite the articles you read in APA style at the end of your review under a sub-heading of References. Additional guiding questions and instructions are given for each lesson's readings.

The following criteria will be used to assess the written reviews: (a) clarity, (b) critical analysis, (c) completeness, and (d) presentation. 100 points are possible for each written review for a total of 300 possible points at the end of the term, or 30% of your final course grade. Note that a "100" is not the default score for a reading review grade.

Note: A few additional writing assignments may be given during the term in the form of worksheets, reflections, and idea generation activities. These are non-graded, required assignments.

Creative Investigation #1: Question That!

Creative Investigation #1 is an inquiry-based, action research project that begins by asking questions about creative thinking and creativity in art education and introduces you to some of the ideals of design thinking. You will collect, analyze, and present your results to your peers.

Creative Investigation #2: Power of Observation

Creative Investigation #2 gives you the opportunity to conduct "visual research" and document patterns and dichotomies through photography as you exercise your ability to notice more deeply the environment around you. You will share your presentation with the class to demonstrate your action research.

Creative Investigation #3: Showing Seeing

Creative Investigation #3 combines personal inquiry and creative practice with the power of metaphor and dealing with ambiguity for pushing ones' creative and critical thinking

For specific expectations, guidelines, and evaluation criteria on Creative Investigations 1, 2, and 3 see individual lesson pages and the assignment descriptions.

Creative Investigation #4: Nothing New

Creative Investigation #4 gives you the opportunity to create a work of art inspired by "other work as research." Using postmodern principles, you will practice combining personal inquiry/research, empathy, and your own creativity.

Design Thinking Challenges #1 and #2

Design Thinking Challenge #1 will introduce you to the Design Thinking process, provide practice in the general phases and mindsets of IDEO's "Design Thinking for Educators." Then in DT Challenge #2, you will learn and apply the THINK method © that will enable you to address specific curricular challenges in art education classrooms.

Discussions

To ensure meaningful class discussions, it is important to review the weekly course content, including assigned readings, videos and websites BEFORE sharing your ideas in the discussion forums. The point of our discussions is not to simply regurgitate or summarize the reading assignment or to achieve one particular understanding of a reading or author's point of view for the whole class. Instead, our goal is to enlarge our personal understanding of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

Please DO NOT simply paste your written reading review verbatim into the discussion board or add it there as attachment. Such postings will not receive credit. You may, however, use portions of your reading review in formulating your discussion posting.

To participate in a forum, select "Discussions" from the left-hand course menu. There are three categories of discussions — Pinned Discussions that include graded and non-graded discussions closely linked to the course content and assignments; Open Discussions that include forums for sharing resources, for chatting with classmates, and for posing general questions and making comments; and Closed Discussions that have been moved into this category because they are no longer active.

Before posting your response to a discussion, be sure that you read the discussion prompt and that your posting directly responds to that prompt. It is easy to get "caught up" in seeing a prompt as an opportunity to share your teaching situation or something about your personal life that is remotely related to the topic at hand. Avoid the temptation! Instead use the 'Student Lounge' to share personal anecdotes. If you don't fully understand a discussion prompt, don't be shy to ask for help by posting your concern or question in Questions, Comments, Concerns forum; you will likely not be the only person to benefit from your inquiry so you are doing a favor to the class by asking your question.

Note that posting to the Student Lounge is not required, but this is a great opportunity to connect with your peers in the class, so take advantage! Your instructor will not be actively contributing to the Student Lounge—it is there just for students' use. Once again, we see the exchange and sharing of ideas as an integral part of this course so please contribute to the discussions take advantage of this opportunity to create your very own learning community.

Participation Expectations in Discussions

Participation [in discussion topics] will be assessed according to the (a) clarity, (b) promptness, and (c) significance of your posts as well as (d) your contributions to the learning community. 5 points are possible for each discussion, and you are expected to participate in each discussion topic. Your discussion score is worth 20% of your final course grade.

Discussions are open for one week following the day an assigned reading is given. In other words, discussion forums are set to open on a Monday each week and close the following Sunday evening. It's important that you post your initial response to a reading early in the week and log onto the class discussion board several times during each week to respond to your classmates' postings. Recommended deadlines for posting your initial response and follow-up comments to you peers' postings are indicated on the Course Schedule. Waiting until the 'last day' to post your initial response or to reply to a classmate's posting negates the purpose of the discussion forums. While it may not always be possible to post in a timely manner, please make an effort to do so as often as you can.

Instructions and guiding questions for each discussion topic are posted in each lesson, which are based on that week's topic and readings. Your personal approach to the content and author's point of view are very much welcome; however, please keep the focus of the discussion on the topic at hand. Once again, individuals wanting to engage in more personal discussions should use the Student Lounge on the Canvas discussion board OR the live-chat page that is available in the left navigational bar on the course site.

In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to at least two other postings from your class members each week. **Additional participation is encouraged and will earn a higher score.** As suggested above, postings made earlier in the week generally generate more responses and discussion than those made later in the week, and thus also typically earn higher scores. Note that a "5" is not the default score for a weekly discussion grade.

Lastly, consider the quality of the contribution you make to the class through your postings on the discussion board each week. Acknowledging each other's postings with comments like "I agree" or "I couldn't have said it better" are supportive, but they do little to advance the discussion. Responses that expand upon earlier postings by posing questions which provoke further thinking, or that point to illustrative examples found on other websites or in books make more significant contributions to the class.

A [Discussion Participation Rubric](#) is available on the course download page. Please note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Topical Calendar

Week One: Creative Thinking and the Whole Brain

Week Two: New Paradigms of Intelligence & Thinking

Week Three: Social Intelligence and Thinking

Week Four: Learner-Centered Cultures of Thinking

Week Five: Designing for Thinking

Week Six: Design Thinking #1

Week Seven: Design Thinking #2

Week Eight: Student presentations and Course Wrap-up

Grading Policy

Final grades will be calculated according to the following formula:

- Reading Reviews (30%)
- Design Thinking Projects (15%)
- Creative Investigations (40%)
- Discussions x3 (15%)

Evaluation criteria used in each of these areas is available on the assignment sheets. 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. Note that a score of “100” should not be viewed as the default grade.

Late Policy

Work turned in beyond a deadline will not receive full credit. Students should inform the instructor beforehand, when circumstances prevent work from being turned in on time.

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.

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.

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

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 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) a minimum of six hours per week. Later in the term, once each project gets 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 at a minimum (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. Three synchronous sessions are planned during the semester either on ZOOM on CANVAS (refer to the course schedule for these meeting times). During these sessions, instructors will be able to talk with students about the course content in real time, and vice versa. The expectations for each assigned projects will be explained in detail during these sessions, and students will be able to ask questions. During the final synchronous session, students will share and discuss the independent projects they’ve completed in class. Students unable to attend a live session will be expected to submit a recorded PowerPoint presentation with voiceover describing their projects and 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 (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4041.pdf>), 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 (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.

Student Support Services

As a UF 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) 392-8565, Florida Relay Service: (800) 955-8770. 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 CANVAS email.

Course Evaluations

Students are encouraged to go to <http://evaluations.ufl.edu> ([Links to an external site.](#)) during the final two weeks of the class and fill out the course evaluation for this instructor. Your feedback is welcome.