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## ARE6386: Teaching Art in Higher Education (#23294)

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**SEMESTER AND YEAR:** Fall2019

**MEETING TIMES AND LOCATION:** M | Period 11 - E2 (6:15 PM - 9:10 PM) FAD107; Final Exam: 12/12/2019 @ 8:00 PM - 10:00 PM FAD 107

**CREDIT HOURS:** 3 **SECTION:** #23294

**INSTRUCTOR:** Dr. Michelle Tillander

**INSTRUCTOR OFFICE LOCATION AND HOURS:** Walker 217 M 4:00 - 5:00PM email for additional times & appointment.

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

**Description of Course:** This course is designed to introduce graduate art students to the teaching of art at the post-secondary level.

*"Time for reflection and interaction is a casualty of the digital age, and one of the primary goals of higher education should be to reclaim this time."  
— José Antonio Bowen, Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*

**Purpose and Objectives of the Course:** Graduate MFA students are required to enroll in ARE 6386 either prior to or during their first semester of teaching in the School of Art and Art History. At the conclusion of this course, students will be able to identify and respond to the following:

- the nature and needs of college students and adult learners,
- approaches to studio art instruction at the post-secondary level,
- selected literature on teaching art at the post-secondary level,
- the characteristics of "effective" teaching at the post-secondary level,
- procedures for critiquing and grading student art work,
- academic, curricular, legal, social and ethical issues related to teaching art at the post-secondary level, and
- hiring, tenure, and promotion practices in higher education.

**Methods of Instruction:** The primary methods used in this course include lectures and discussions centered on topics related to post-secondary art teaching. Readings, guest speakers, and co-facilitated sessions will be used to initiate and expand on the course topics. Opportunities for direct classroom observation and teaching are provided. A portion of this course is completed through an individualized program of study that includes readings, curricular development, observations, and teaching related to the student's specific area of concentration. ELearning (LMS- CANVAS) Internet-based systems will be used as an extension of this course. I use minimal paper and never collect paper assignment in class with the exception of the final portfolio

Students enrolled in ARE 6386 must have a **GATORLINK email account** and check it regularly. Students are also encouraged to take advantage of the experiences in this class as part of their professional development as potential faculty and to apply knowledge gained in the classroom with supervised practice in the field (GTA and future secondary art positions). Additional readings may be assigned at the discretion of instructor. Materials required for this course are provided through the lab fee.

**Text and Materials:** No required textbook. All readings for the course are listed on the reading handout and will be made available on the library course reserves ARES <http://www.uflib.ufl.edu>. There is no required text book. It is recommended that students purchase a notebook for note taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account. The course has an eLearning in CANVAS site <https://lss.at.ufl.edu/> for posting of all assignments, attendance, grades, and written reading responses.

**Suggested Text:** While there are NO required textbooks for ARE6386, the following are some recommended for anyone building a personal teaching reference library and may prove useful in your independent growth as an art educator.

*McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*, (2010) McKeachie and Svincki

*On Course: A Week-by-Week Guide to Your First Semester of College Teaching*, (2010) J. M. Lang.

*Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*, (2012) J. A. Bowen.

*Teaching at Its Best: A Research-Based Resource for College Instructors*, (2010) L. Nilson

*What the Best College Teachers Do*, (2004) Ken Bain

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

**COURSE COMPONENTS AND REQUIREMENTS:** This course is comprised of six components:

1. Attending weekly seminars including all students enrolled in the course,
2. Classroom observations and documentation and reflection of teaching with selected art faculty and GTAs,
3. Preparation of a teaching portfolio for seeking employment in higher education,
4. Co-planning and teaching a seminar session with specific learning objectives,
5. Written reviews and discussions of selected readings, and
6. Completing all in-class and out-of-class activities designed to further your understanding of the course content.

*Participation in class is necessary to achieve the course objectives. Excessive absences (3 or more) and/or tardiness will have an impact on a student's final grade. Students are expected to arrive to class on time and be prepared to participate in all class activities.*

**Grading policy:** Learning and teaching will occur concurrently through the structure of the class and offers many opportunities for evaluation. Assignments are listed below and will be reflective of the project(s) and professional experiences developed by you as a class member. Education is an ongoing process of self-reflective synthesis of course content, individual research, and future paths. You should take every opportunity to take advantage of this and extend the class in a direction that is most valuable to your unique needs in pursue and art educational career. Final grades will be based on the timely completion of all requirements for the course. Final grades will be determined according to the following scale:

**Grading Scale:**

(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-; 68-69 D+; 66-67 D; 61-65 D-; 0-60 E) UF 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.

To determine the impact of grades on GPAs: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html) .

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.

In addition, students must pass all three of the FTCEs before they are eligible for the Art Education Certificate.

**Evaluation:** Final grades will be calculated according to the following percentages:

ASSIGNMENT	PERCENTAGE	POINTS
✓ Professional Teaching Portfolio FIN/Draft	25/5%	100 pts.
✓ Reading Reviews (5)	20%	50 pts.
✓ Co-Facilitated Seminar	20%	50 pts.
✓ Classroom Observations (2)	10%	20 pts
✓ Classroom Teaching, video and reflection (1)	10%	20pts
✓ Professionalism	10%	50pts
	100.00%	250 pts.

**Professionalism (10% / 50pts.):** The professionalism grade will be determined based on the following factors:

**Attendance and Punctuality Policy:** 15 points. 2 absences will be excused. Every subsequent absence will take 3 points off the final grade. 3 tardys count as 1 absence. A student wishes to have an absence excused they must provide the instructor with a written/email explanation of absence and/or appropriate verification when necessary (e.g., letter from doctor or parent) is required the week following the absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Professional Behavior in Class and During Field Experiences:** 15 points. Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors this can impact this score.

**Participation in Class:** 20 Points. Asking questions and moving class discussion forward, giving your best effort to class activities, doing your part to contribute to group work, and speaking up when you are confused are all aspects of this score

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## ARE6386 Academic Policies and Procedures:

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

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

### **Late Work and Make-Up Work Policy:**

Late assignments lose 10% of their value for being late and will not be accepted beyond 7 days of the due date. Being absent from class does not excuse a student from meeting deadlines. Students will have the opportunity to make up work missed only when absence is excused and permission is requested and given through email.

### **Online Resources:**

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

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

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

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

NAEA Advisory Best Practices [http://www.naea-reston.org/archives\\_best\\_practices.html](http://www.naea-reston.org/archives_best_practices.html)

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

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

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

**Students with Disabilities:** Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. 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 <https://drc.dso.ufl.edu/>

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

**The Counseling and Wellness Center:** P301 Peabody Hall (352) 392-1575 Monday - Friday: 8 am - 5 pm

- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a **team member can reach out to the student.**
- **University Police Department:** (352) 392-1111 or 9-1-1 for emergencies
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161

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

## Course Calendar

ARE 6386 Fall 2019 Schedule Sequence and Assignments (tentative) 8.16.2019

*This calendar is subject to change at the discretion of the instructor.*

### CRITICAL DATES:

Assignment	Deadline
co-facilitated <b>Seminar</b> (30 minutes) / incl. Handout for class	Sign up date TBD
<b>Readings Reviews/Discussions</b> (Canvas)	Week #3,4,6, & 11
<b>Final Teaching Philosophy</b> draft (in class/Canvas)	
<b>Final Teaching Philosophy</b> (Canvas)	Week #8
<b>Teaching Activity</b>	Completed by Week #11
<b>Teaching Activity Reflection in CANVAS</b>	Within 1 weeks of teaching event
<b>Teaching Activity Video</b> share 3-4 minutes (in class sign-up sheet)	Week #11,12,13, &14
<b>Teaching Observation #1 in CANVAS</b>	Within 1 weeks of observation complete by Week #7
<b>Teaching Observation #2 in CANVAS</b>	Within 1 weeks of observation complete before Thanksgiving
<b>Final Teaching Portfolio</b> draft	
<b>Final Teaching Portfolio</b> (paper and digital in class and <i>in CANVAS</i> )	Final Class week #15

Week	Date	Agenda Topic	Due on this Date
Week 1	8.26	DAY 1: Review syllabus activity, course assignments/deadline Student inventory/ice breakers CANVAS & ARES demo Collaborative workshop (2-3) in class draft out (rule free!) Assign Seminar Groups Select Seminar Topics EXAMPLES: portfolios/professional web sites	<u>Readings and peer comments are due 24 hours</u> before class. This allows time for students and faculty to read and post comments before in class discussion.  <b>ACTIVITY:</b> What are my inspirational texts? (2-5 total)To posted online in the canvas course site. (see deadline in 2 days)
Week 2	9.2	<b>Labor Day</b> no classes	no classes
Week 3	9.9	<b>Reading 1 Discussion:</b> Pedagogy as Experience. (select 2) Meet in Seminar Groups and work on topics Discuss classroom observations, teaching activity and teaching portfolio assignments Schedule Teaching mentors Schedule Teaching mentors <b>Guest TBD (GTA/faculty)</b>	<b>Reading 1:</b> Pedagogy as Experience.
Week 4	9.16	<b>Reading 2 Discussion:</b> What's worth teaching in studio art classes today? (select 2) Schedule Teaching mentors Discuss classroom observations, teaching activity and teaching portfolio assignments Meet in Seminar Groups and work on topics EXAMPLES: seminar handouts, portfolios Review written reading responses	<b>Reading 2:</b> What's worth teaching in studio art classes today? Read and response due in Canvas before class (see rubric)
Week 5	9.23	<b>Seminar Topic 1:</b> (TBD) Schedule Teaching mentors Teaching philosophy activity Map out a teaching philosophy Collaborative workshop (2-3 per team) in lesson plan and setting objective and assessment.	Setting up observations and meeting for teaching experience

Week 6	9.30	<b>Reading 3 Discussion:</b> How do we cultivate inquiry as a cyclical process? (select 2) Questioning Strategies/Blooms Taxonomy in class <b>Guest TBD (GTA/faculty?)</b> Discuss portfolio in class (check goals, objectives, assessment) 1 Project Sheet and resources	<b>Readings 3:</b> How do we cultivate inquiry as a cyclical process? Read and response due before class(see rubric) <a href="http://www.facultyfocus.com/topic/articles/philosophy-of-teaching/">http://www.facultyfocus.com/topic/articles/philosophy-of-teaching/</a> <a href="http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf">http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf</a> <a href="http://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/">http://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/</a>
Week 7	10.7	<b>Seminar Topic 2:</b> (TBD) Discuss Teaching Philosophy statements (drafts) in groups Review required components of a syllabus (Mapping out goals, action verb objectives and assessment) Resource Examples	Draft of teaching philosophy due in class <b>Observation #1</b> reflection due (CANVAS)
Week 8	10.14	<b>Seminar Topic 3:</b> (TBD) Discuss portfolio in class (check goals, objectives, assessment) 1 Project Sheet and resources <b>Guest TBD (GTA/faculty)</b>	Draft of teaching philosophy due online Portfolio development ongoing 1 Project Sheet and resources due in class and canvas (peer feedback)
Week 9	10.21	Art And Architecture Library TBD	Final Teaching Philosophy Due (CANVAS)
Week 11	10.28	<b>Seminar Topic 4:</b> (TBD) <b>Reading 4 Discussion:</b> What is art teaching in the 21st century? The three Ps of Pedagogy: Performance, Personalization, and Participation <b>Guest TBD (GTA/faculty)</b>	Reading 4 What is art teaching in the 21st century? Read and response due before class(see rubric) Observation #2 reflection due (CANVAS)
Week 11	11.4	<b>Seminar Topic 5:</b> (TBD) Video teaching share (4 minutes)	Teaching Activity Reflection due(CANVAS) Video teaching share (4 minutes)
Week 12	11.11	<b>Veterans Day</b> no classes	no classes
Week 13	11.18	<b>Seminar Topic 6:</b> (TBD) Video teaching share (4 minutes) Portfolio draft due in class and online.	Portfolio draft due in class and online.
Week 14	11.25	Review Portfolios (feedback) Video teaching share (4 minutes)	Portfolio development ongoing Portfolio return/pick-up TBA
<b>November 27 - 30: Thanksgiving break</b>			
Week 15	12.2	<b>Final PORTFOLIO DUE</b> -Review and feedback	Teaching Portfolio Due in class <u>and</u> in Canvas/ Portfolio confirm return/pick-up

UF Fall 2019 Breaks September 2: Labor Day: October 4 - 5: Homecoming: November 11: Veterans Day: November 27 - 30: Thanksgiving break  
Classes End December 5; Finals Week December 7 - 13