

Course Title: Artistic Development: Perspectives on Contemporary Art, Learning, and Practices

Term: Fall 2020

Credits: 3

Faculty Contact Information

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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 Interests/Topics

Understanding and describing art; cognitive and graphic developmental studies; aesthetic development; socio-cultural learning theory; emerging notions about visual experience 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.

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.

In this course you will:

1.
 1. Examine 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. **You should download this Course Schedule for a complete list of all due dates for all assignments, discussions, meetings, and presentations.** 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.*

Textbook and Materials

All students are also required to purchase and use the ***Publication Manual of the American Psychological Association, 7th 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).

APA Handout. In addition to the APA book, students may find especially helpful the UFArtEd APA Handout. [Download](#) and look over this handout. Save the handout for future courses, and for your Capstone Research. It condenses the APA book to about 18 pages of APA rules that graduate student writers need to know.

Writing Tips. [Use this document](#) to review tips on typical errors Dr. Delacruz has compiled over 30 years teaching graduate students and as an editor reviewing professional writings submitted to *Visual Arts Research* journal.

Course Schedule. Download the Course Schedule. This schedule provides all of the due dates and Adobe meetings on one convenient PDF handout.

Assignment Handouts. Assignment Guidelines and grading criteria articulate instructions for the content, format, and submission of assignments to the assignment drop boxes. Students are expected to download and read the complete instructions found throughout the course materials.

Course Readings are available in the University of Florida library electronic reserves through the **Course Reserves** link in the left hand menu of our Canvas site. Individually assigned readings are identified by author and title in Course Reserves.

Required Readings

Specific readings are assigned in each lesson. Assigned readings 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

Throughout the course, we will engage in two different types of discussions: (1) over the assigned readings, and (2) to share your creative and scholarly research and findings. Students are required to fully participate in all Discussion Forums each lesson.

Forums over Readings

To ensure meaningful class discussion, it is very important for students to have read the assigned readings beforehand. The point of our discussions is not to summarize the reading assignments 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 each of our personal understandings of the text by reading, discussing and debating what each of us understood from reading the articles or chapters.

Read the writing prompts for each discussion forum. Post your initial response by day 3 of the lesson. In addition to posting your own on-topic, substantive response to the readings (by day three of the lesson), you are expected to respond in a meaningful way to the initial postings of at least two different class members, and to reply at least two times when someone responds to your original posting.

Discussions are open for the duration of the lesson from which they are assigned (one week). It's important that you post your initial response to a reading early in the lesson and log onto the class discussion board several times during each lesson to respond to your classmates' postings. Initial guidelines and guiding questions for each discussion topic will be posted within each lesson when readings are assigned. 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. Individuals wanting to engage in more personal discussions should use the Student Lounge

topic on the CANVAS discussion board OR the live-chat page that is available on the course site.

Assessment of Discussion Participation: Participation (in discussion topics) will be assessed according to the (a) clarity, (b) promptness, and (c) significance and development of your posts as well as (d) your contributions to the learning community. Five points are possible for each lesson discussion and you are expected and required to participate in one of the lesson discussions each week (note that there may be more than one discussion topic for a given lesson to choose from). Additional non-graded, but required discussions are also included in the course. These typically involve sharing and commenting on projects completed in class.

A minimum of FIVE on time substantive posts and replies (combined) is expected to meet expected standards for this assignment. Meeting these minimum expectations for graded discussion forums may earn 3 points. Additional participation is encouraged and will earn higher points in grading. You should read as many of your peers' initial responses as possible each lesson, even if you only reply to a few.

Postings made earlier in the lesson generally generate more responses and discussion than those made later in the week, and thus typically earn higher scores. Also, consider the quality of the contribution you make to the class through your postings on the discussion board each lesson. Acknowledging each other's postings with comments like "I agree" or "Great idea" 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.

Forums for Sharing your Work

You will share your completed work on assignments in our Peer Sharing discussion forums. Submit your post on the day you submit your work to the assignment dropbox. Then in the days after, view and respond to your classmates' posts about their work. Because initial posts to these forums take place on the last day of a lesson, your replies will take place during the following week.

Projects

In addition to the Literature Review (discussed below) there are three other projects and an extra credit project in this course. These projects include: (1) a study of youth-created art, (2) a study of contemporary art practices, (3) a self-study of your own artistic development, and (4) an extra credit infographic. See examples of UF grad student project work from previous semesters in Pinterest. (Follow the pins back to their websites. If a Pinterest link on this Pinboard fails to take you to a website, it means that the former student has since removed the content from his/her website.) <https://www.pinterest.com/edelacruz/artistic-development/>

Study of Youth-Created Art (Child Art): Pinterest Board, Research Brief, Original Work of Art, and e-Book

Utilizing available online images of youth-created art, 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. Based on your research, create an e-Book using a free site called ISSUU. Make everything available on a web page that you create for this assignment. Share your work with your classmates.

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

Using Pinterest, curate a collection of links to 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. Include female artists and artists of color. Each pin should be accompanied by an annotation (that you write) in the comment area. After completing your collection of pins, write Resource Packet that describes the artists 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.

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

Collect and digitize art works that you have created in your lifetime. You may include art works going all the way back into your childhood, select only recent works, or any combination of old and new works. On a separate web page linking from your homepage, create an online art gallery 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/>

Make everything available on a web page that you create for this assignment. Share your work on Uf-Arted Facebook.

For this assignment, you need to locate some of your artworks, and you need a decent digital camera (or cellphone camera) to digitize your 2-D and 3-D art works. Get your art gathered ASAP and photograph it with your digital camera or cellphone camera. You need high quality digital images. The framing, lighting, and focus of your images need to be good.

Extra Credit. Infographic

An infographic is a graphic visual representation of information, experiences, events, phenomena, sites, data, or knowledge. Infographics are a great way to convey complex, multifaceted information creatively and quickly. Infographics contain both texts and images. The purpose of your infographic is to visually and creatively convey your ideas about the nature and

value of art and/or art education to students, to schools, to communities, to society, and/or to the world.

Literature Review/Course Insights Paper

Based on course readings and insights gained from conducting research for your projects described above, you will write an APA-formatted Literature Review/Course Insights paper. In this Literature Review, answer the following two questions: *How do contemporary perspectives about artistic development derived from course readings and your own independent research inform and shape your own understandings?* and *What are some implications of these perspectives and understandings for teaching art today?* Your Literature Review will be due on the last day of this course.

Course Highlights: PowerPoint Presentation

At the end of our term, create and share in our final Zoom live session a PowerPoint presentation sharing your course-related learnings, insights about artistic development, and highlights of your own creative/scholarly works created in this course. Think of this presentation as a way to showcase your awesome work in this course! During our Zoom session, you will have five minutes to present your slides.

Technology Requirements and Resources

Specific technology requirements are given as expectations for this degree program. These expectations include:

- - **Computer.** A well-functioning up-to-date networked computer to use at home
 - **Internet.** Reliable 24/7 high bandwidth Internet access at home
 - **MS Word and PowerPoint.** You need Microsoft Word and PowerPoint software for this course. Converting files from other software programs will result in formatting issues.
 - **Camera.** A digital camera (if your cellphone takes good quality images, that may work)
 - **Headset.** A good quality **USB headset/mic** for your computer for our live sessions in Adobe Connect. I have a Logitech USB headset/Mic that I bought from Best Buy 4 years ago and it works great!
 - **Your web site.** In addition to the technology requirements listed for admission to this degree program, students in the UF online graduate program need to establish their own account on a web host for creation of a professional website that they will use throughout the program. Many web hosting sites offer free accounts.

Required Software

- **Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations.** Using Apple's Pages or Keynote

software is not acceptable as both programs present significant formatting problems when translating files. You can get MS Office for free as a UF student, and you may use it for as long as you are a UF student. Go to <https://portal.office.com> and sign in with your UFL email address. That takes you to a login page. Log in with your UF name and password. Once you are on the page with MS products, look for the "Install Office" Button in the upper right area of the page. Click on the "Install Office" button. That will download the install file to your computer. Click on the install file and install. You should create your work using MS Word and PowerPoint that you installed on your computer, and not from the icons on the UF MS products page. Contact the UF Help Desk for assistance if you need it.

Recommended Software

- **Adobe Creative Suite** for software to use for video-editing, image-processing, etc.
- If you don't want to pay for Adobe Photoshop, you can use **Pixlr**, a free online photo editor available at <https://pixlr.com/x/> or **GIMP**, a free, open source, cross platform image editing application that offers the same tools as PhotoShop. GIMP is available for download at <https://www.gimp.org/>

Need Help? Students needing technical assistance with their computing or software needs should call the UF Help Desk.

LinkedIn Learning. Please also take advantage of the fact that you have free access to LinkedIn Learning 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. To access Lynda.com go to <https://elearning.ufl.edu> and scroll to [Supported Services](#).

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

Other Requirements

Live sessions in Zoom Conferences

We will meet LIVE two times in Zoom to discuss projects and share research. Times for these meetings are given in the Course Schedule. You may access this Zoom session by clicking on the Zoom Conferences tab in the left navigation panel of the course. Once you are on the Zoom Conferences page, look for and click on the Zoom join link for this 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

If you do not already have one, create an art educational professional website in this course. Create an attractive and informative home page for this site. Self-publish the projects completed

in this course on your professional website. Create a page for this course, or a page for all of your UF courses, and from that page create links to your projects completed in this course. Make a unique web page for each assignment rather than clustering all of the assignments onto one web page. Make a set of elegantly designed individual web pages to archive and share (self-publish) some of the assignments in this course. You may add to or redesign an existing website to fulfill new and multiple purposes. **But do not use your school or workplace web page for this requirement.** You may link from your art educational professional website homepage to your school or workplace page. 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. Also, do not use a blog platform for this requirement. Blogs are awesome, but they function and display much differently than web pages. You will use your website throughout the program. Based on past courses, students have successfully used the following web hosts. There are other equally good web companies that host webpages.

- - - Weebly - <http://www.weebly.com/> (Links to an external site.)[Links to an external site.](#)
 - Wix - <http://www.wix.com/> (Links to an external site.)[Links to an external site.](#)
 - WebStarts - <http://www.webstarts.com/> (Links to an external site.)[Links to an external site.](#)
 - Google Sites - <https://sites.google.com/> (Links to an external site.)[Links to an external site.](#)

For now, your website can be simple. You will refine it and add content over the next 8 weeks. If you already have a professional website with a nicely designed homepage, and this website is something onto which you can now add projects from this course and this degree program, consider this Lesson 's homepage assignment done. **If you already have a school or workplace website, create a separate website for the UF Master's Degree program.**

- - - See the **Professional Website Tips** (a PDF handout) for ideas, suggestions, and examples of UF Grad student websites.
 - To access this handout, click on Modules in the left-hand navigation panel, and find the Professional Website Tips in the Getting Started area.

Grading Policy

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

Evaluation Component

Graded Canvas Discussions (weighted 20% of final grade)

- One per Lesson, totaling EIGHT graded discussions -- 5 points each, totaling 40 points

Literature Review (weighted 25% of final grade) -- 50 points**Projects (weighted 50% of final grade)**

- Study of Child Art --30 points
- Study of Contemporary Art -- 30 points
- Self Study of your own Art -- 40 points
- Optional Extra Credit Infographic -- 10 points

Course Highlights Presentation (weighted 5% of final grade) -- 10 points**Professionalism: (Expected)**

- Completion of work by due dates. Understanding and following instructions given on assignment handouts. Utilization of APA, WritingTips handout, and Professional Website Tips. Discussion Forum Participation. Creation or updating your professional website. Self-publishing your work on your website. Sharing work in discussion forums and Facebook Uf-Arted. Attendance at Adobe Connect live sessions.

Canvas Grade Book will calculate final grades based on weighted percentages given above.

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. 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.

Other 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) 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.

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- *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.

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 - *Note: The instructor reserves the right to remove any 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.ehs.ufl.edu/programs/ada/> or reached by phone at (352) 392-7056 TDD: (352) 846-1046.

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://ufl.bluer.com/ufl/>. 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.