
ARE 4243: Principles of Teaching Art (10867)

SEMESTER AND YEAR: Fallb 2020

MEETING TIMES AND LOCATION: 10/19/20 - 12/11/20 M/W | Period 5 - 7 (11:45 AM - 2:45 PM)/Norman 1-155 Remote via Zoom see link in Canvas class.

CREDIT HOURS: 3 **SECTION:** 10867/262D

INSTRUCTOR: Dr. Michelle Tillander

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker 117 M/W 4:00-5:00PM email for additional times & appointment.

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

DESCRIPTION OF THE COURSE: Exploration of the social and theoretical foundations of contemporary art education practice.

STRUCTURE OF THE COURSE: This course includes two major components: weekly class meetings and field experiences (Pandemic Adjustments). Students will: (1) meet as a group each week for lectures, group discussions, and other classroom activities; and (2) participate in a weekly experience that will involve assisting in a school classroom and assuming a limited teaching role.

PURPOSE AND OBJECTIVES OF THE COURSE: This course is structured to assist pre-service art teachers in developing confidence, knowledge, critical thinking and communication skills in the theory and practice of teaching art. The emphasis in this course is on learning how the art teacher can use educational theory and research to shape personal instructional practices in the classroom and in alternative educational settings. The course also emphasizes critical thinking skills, writing and research in art education. The following objectives are aligned with the 6 Florida Educator Accomplished Practices (FEAP) mandated by Florida legislation (Statute 240.529). At the completion of this course, students will:

- Explore the role of community and globalization in the teaching of art.
- Use theories of child development to integrate diverse student learning styles (special and exceptional needs) in the classroom.
- Explore implications of contemporary research on cognition and creativity for art education practices.
- Explore content integration and interdisciplinary approaches to the teaching of art.
- Consider the laws and court decrees that address the rights and obligations of students, parents, and educators.
- Design a plan for data collection (e.g. syllabus assessment) to inform teaching and student progress.
- Use aesthetic philosophies and theories (e.g. philosophy, classroom protocols etc), and how to apply them to facilitating classroom discourse about art.
- Use a variety of strategies (e.g. modern and post-modern) in teaching art.
- Use uses of digital technologies as a teaching and learning tool in art education.
- Demonstrate professional responsibilities and standards for art teachers in public school settings.

In addition, this course fulfills the student learning outcomes for the **Humanities (H)** and **Gordon Rule** education designations as indicated on the General Education website: http://www.cba.ufl.edu/gened/docs/GenEd_SLO.pdf and <http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>. This course provides instruction in the key themes, principles and terminology in the field of art education. The courses focus on the history, theory and methodologies used within art education, enabling students to identify and to analyze the key elements, biases and influences that shape thought. This course emphasizes clear and effective analysis and approaches issues and problems from multiple points of view.

METHODS OF THE COURSE: The primary instructional methods of this class will include lecture, readings, group discussions and individual projects. To assist students in developing a full understanding of the course content, other methods of learning may be employed as needed. Students will be assessed through writings, participation in discussions, journaling, projects, and their professionalism. Students will be expected to take primary responsibility for their own professional development.

COURSE REQUIREMENTS: To achieve the objectives of this course, each student will:

- read and respond in writing to assigned readings about course content
- complete all in-class and out-of-class activities associated with the course
- complete an a professional development plan on a topic of choice related to course content
- keep a journal of participation and observations during assigned field experiences
- demonstrate content knowledge through tests, written assignments, activities, and a personal teaching portfolio.

Text and Materials: No required textbook. Readings and resource will be available online through **ARES**, UF eLearning **Canvas** (LMS), and **Livertext™** portal (COE) <https://education.ufl.edu/student-services/experience-and-internships/>.

Livetest™ Account: A onetime purchased LiveText™ membership is required for successful completion of your state approved educator preparation program. Throughout your program, courses will include Key Task Assessments that must be uploaded into LiveText™ The link below will show you how to create a live text account for recording state requirements and internship experience. <https://www.youtube.com/watch?v=V9iO55mz9T8>

Finger Printing: The 2004 Florida legislature passed Senate Bill 2986 amending Sections 1012.32 and 1012.56, Florida Statutes. Effective June 10, 2004, all students in educator preparation programs who are engaged in field experiences and who have direct contact with PreK-12 students are required to supply the school district with fingerprints for the purpose of completing a criminal background check. Directions for fingerprinting and background checks and cost <https://education.ufl.edu/school-teaching-learning/fingerprint-background-check-requirements/> and www.fieldprintflorida.com

Suggested Text: While there are NO required textbooks for ARE4243, the following are some recommended for anyone building a personal art education reference library and may prove useful in your independent growth as an art educator.

Art education textbooks and journals (i.e., *Art Education Journal*, *Studies in Art Education*, *School Arts*, and *Arts and Activities*) are housed in the Education Library in Normal Hall. All materials used to complete in-class assignments will be furnished through a lab fee. Students are expected to have a GATORLINK email account and to check it regularly.

EVALUATION: Final grades will be calculated according to the following percentages:

• Professional Development Plan (PDP)	20% (Proposal 10%; Plan 90%)
• Reading Reviews, Philosophy, Resource list or pin Board (8)	20%
• Field Journal with images, time sheet, and responses to Field Experience Guidelines	20% (18/20hours) PANDEMIC ADAPTATIONS
• Lesson Plan, project sheet, & Adaptations	20%
• Class Participation/Professionalism	10% (Take FTCE Professional Knowledge or FTCE Art Knowledge)
• Teaching portfolios	10% (PDF 1 lesson plan+ project sheet/teaching philosophy/resume/ 1 FEAPs) must be submitted at the end of the semester (digital).
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	100%

GRADING SCALE: The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at Grades and Grading Policies <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html> and UF Academic Regulations <http://www.registrar.ufl.edu/examhub.html>. See the table below that reflect reflects +/- grades.

(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)

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

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major

ATTENDANCE: Students are expected to arrive to class prepared and on time, to participate and contribute to class discussion, and to attend assigned field experiences. Excessive attendance problems (more than 2 absences) or tardiness will lower a student's final grade for the course one letter grade. Please communicate in writing with your instructor about any anticipated absences, and plan to complete missed work within a few days. Work submitted late, without a valid, verifiable excuse will not receive full credit.

FIELD EXPERIENCES: Students in this course are required to complete 20-24 hours of observing/volunteering/teaching in an art classroom and alternative settings and are required to document these experiences in a field experience journal.

ARE4243 Academic Policies and Procedures:

"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:

Florida Art Education Association <https://faea.org/>

International Child Art Foundation <http://www.icaaf.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

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. 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. Disability Resource Center office is located in 001 Reid Hall. 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 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/>

Remotely with Recorded Class Sessions:

There will be no recording of class meeting without permission of the instructor and entire class. If for some reasons there is a decision and agreement to audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live for extenuating circumstances. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

KEY TASK: The six Florida Educator Accomplished Practices (FEAPs) are identified below; each Indicator has associated language to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/> .

Use the following scale to rate the candidate's evidence of overall competence in each area: 0 - No evidence provided. Unsatisfactory(1) Developing(2)Accomplished(3)Exceptional(4). Unable to evaluate competence; 1 -Evidence of competence is inconclusive and unsatisfactory; 2 - Evidence of developing competence. Needs improvement; 3 - Evidence demonstrates an accomplished level of competence; 4 - Evidence demonstrates exceptional performance and competence. Students who fail the course must repeat it later.

1. Instruction Design and Lesson Planning

Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic backgrounds.

2. The Learning Environment

Learning Environments: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

Technology: Uses appropriate technology in teaching and learning processes.

3. Instructional Delivery and Facilitation

Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.

4. Assessment

Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Communication: Uses effective communication techniques with students and all other stakeholders.

5. Continuous Professional Improvement

Continuous Improvement: Engages in continuous professional quality improvement for self and school.

Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.

6. Professional Responsibility and Ethical Conduct

Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Key Task	Accomplished Practice	Indicator
Lesson Adaptations	1.Instruction Design and Lesson Planning Diversity/Race/Social Justice/Pandemic	FEAPS 3
Professional Development Plan (PDP)	Impact on Student Learning	FEAPS 5
Ethics Module	6. Professional Responsibility and Ethical Conduct	FEAPS 6 Pass module with 80%+

Course Calendar

ARE 4243 Schedule Sequence and Assignments (tentative) 10.10.2020

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.

Week	Date	Agenda Topic	Due on this Date (before class)
Week 1	T10.20	Lesson 1: Introduction Introductions to course(activity) Review syllabus /Web site(s) Field Placements options (FAEA memberships https://faea.org/membership/membership-types/)	*Field Experience Journal/Blog (ongoing) Professional web site/Portfolio Review course projects
	TH10.22	Lesson 2: Advocacy, and Leadership (Resource List or Pinterest Board 5) <i>discussion in class</i> WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Reading Discussion Advocacy, and Leadership (Resource List) *Field Experience Journal/ongoing)
Week 2	T10.27	Lesson 3: Community and Museums (Gordon Rule) <i>discussion in class</i> WORKSHOP: Syllabus + 1 Project Page/10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Reading Discussion Community and Museums (Gordon Rule) *Field Experience Journal/ongoing)
Week 2	TH10.29	Lesson 4: COE Ethics Module <i>Livetest/Fingerprinting/FTCE etc...</i> WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Ethics Module Due <i>Livetest/Fingerprinting/FTCE</i> *Field Experience Journal/ongoing)
“Our humanity is worth a little discomfort, it's actually worth a lot of discomfort.” — Ijeoma Oluo, <u>So You Want to Talk About Race</u>			
Week 3	T11.3	Lesson 5: Contemporary Art Contemporary Issues (Gordon Rule) <i>discussion in class discussion</i>	Reading Discussion Contemporary Art (Gordon Rule) *Field Experience Journal/ongoing)
	TH11.5	Lesson 6: Resources: WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	PDP proposal due *Field Experience Journal/ongoing)
Annual FAEA Professional Development Conference November 7th - 8th, 2020			
Week 4	T11.10	Lesson 7: Special Needs (Gordon Rule) <i>discussion in class</i> PDP share Child Development/Diversity/Special Needs Adaptation in class (michelle tool box)	Reading Discussion Special Needs (Gordon Rule) *Field Experience Journal/ongoing)
	TH11.12	Lesson 8: Presentation	Syllabus, Project page and Special Needs Adaptation due *Field Experience Journal/Blog (ongoing)
Week 5	T11.17	Lesson 9: Visual and Material Culture (Gordon Rule) <i>discussion in class</i> Design a plan for data collection (syllabus)	Reading Discussion Visual and Material Culture (Gordon Rule)
	TH11.19	Lesson 10: WORKSHOP: Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume	Philosophy due *Field Experience Journal/Blog (ongoing)
Week 6	T11.24	Lesson 11: Global and Local (Gordon Rule) <i>discussion in class</i> content integration	Reading Discussion Global and Local (Gordon Rule) *Field Experience Journal/ongoing)

		<i>discussion in class</i>	
November 25 - 28: Thanksgiving break			
Week 7	TH12.1	Lesson 12: Technology and Design (Gordon Rule) <i>discussion in class</i> cognition and creativity WORKSHOP: Final Presentations: The art of presenting (15 Minutes + 5 Q & A)	Reading Discussion Technology and Design (Gordon Rule) *Field Experience Journal/Blog (ongoing *Field Experience Journal/Blog (ongoing)
	T12.3	Lesson 13: presentations PDP Professional Development Plan. Teaching Portfolio WORKSHOP: <i>Syllabus + 1Project Page /10 resources/ PDP Plan/ Philosophy/FEAPS 2 pages/Resume</i>	PDP Professional Development Plan *Field Experience Journal/Blog (ongoing)
Week 8	T12.8	Lesson 14: Student Presentations (15 Minutes + 5 Q & A) + Wrap up Online evaluations Interning preparation (invite) 1:30-2:30	Final Teaching Portfolio: Cover Page (1), TOC(1), Teaching Philosophy (1), , resume(1), FEAP's Pages(2), Professional Development Plan (PDP) (5-8), Lesson plan @adaptation and project sheet (5-10).

UF Fall 2020 Reading Days December 9/10 NO Classes. Breaks Homecoming/November 11: Veterans Day/November 25 - 28: Thanksgiving break *Pre intern field placements with 3 year, certified art teacher

ARE4243 Professional Development PROJECT/PAPER RUBRIC: In evaluating each **Research Paper/Project** the following criteria will be taken into consideration: (a) organization, (b) mechanics (c) content objectives. Papers turned in late will not receive full credit. Gordon Rule Paper 2000-2500 words APA style.

Characteristic of performance	Excellent (20-19)	Average (18-16)	Unsatisfactory (15-0)	
Organization. <i>Effectiveness, organization, clarity and coherence of writing.</i>	Well organized, clearly written, writing guides the reader and holds readers interests by showing distinctive voice.	Demonstrates some ability to organize structure for topic but thinking is uneven and theme/argument is not well supported.	Demonstrates difficulty with organization and organization and thinking is uneven and lacks transition and coherence to guide the reader.	
Mechanics. <i>grammar, punctuation, and proper use of standard English.</i>	Paper error free with very few or no grammar, punctuation, or spelling errors. Paper meets the 2000-2500 word count requirement.	Paper contains some spelling errors, punctuation, and grammatical errors that do not obstruct reader's understanding but need to be corrected in the final paper. Paper meets the 2000-2500 word count requirement.	Paper contains many mechanical and grammatical errors that impede the reader's ability and undermines the writer's credibility. Paper DOES NOT meet the 2000-2500 word count requirement.	
Content. <i>Ideas that respond to the topic</i>	Paper demonstrates ideas that respond to the topic with complexity and critical thinking. Sources are synthesized and provide an excellent demonstration of understanding of the research topic.	Paper demonstrates limited ideas that respond to the topic some critical thinking. Sources are synthesized and provide a basic demonstration of understanding of the research topic.	Paper demonstrates very few that respond to the topic and lacks critical thinking. Sources are poorly synthesized and provide a minimal to no demonstration of understanding of the research topic.	
Visual Presentation. <i>Effectiveness, organization, clarity and coherence of ideas.</i>	Well organized, clearly articulated topic. Guides and holds audience's <i>visual</i> interests by showing distinctive voice.	Demonstrates some ability to <i>visually</i> organize structure for topic, but visuals are uneven and unclear.	Demonstrates difficulty with organization, and <i>visuals</i> are uneven and lack transition and coherence to guide the audience.	
FEAPS				

Total Points:

Comments:

ARE 4243 READING RESPONSE RUBRIC: In evaluating each **Reading Response** the following criteria will be taken into consideration: (a) organization, (b) mechanics (c) content objectives and (c) relationship objectives. Papers turned in late will not receive full credit. (Gordon Rule: Written responses 5/500 word count) thought the semester, for a total of 2500/4000 words)

Characteristic of performance	Excellent (10-9)	Average (8-6)	Unsatisfactory (5-0)
Organization - Effectiveness, organization, clarity and coherence of writing.	Well organized, clearly written, writing guides the reader and holds readers interests by showing distinctive voice.	Demonstrates some ability to organize structure for topic but thinking is uneven and theme/argument is not well supported.	Demonstrates difficulty with organization and organization and thinking is uneven and lacks transition and coherence to guide the reader.
Mechanics grammar, punctuation, and proper use of standard English.	Paper error free with very few or no grammar, punctuation, or spelling errors. Paper meets the 500word count requirement.	Paper contains some spelling errors, punctuation, and grammatical errors that do not obstruct reader's understanding but need to be corrected in the final paper. Paper meets the 500 word count requirement.	Paper contains many mechanical and grammatical errors that impede the reader's ability and undermines the writer's credibility. Paper DOES NOT meet the 500word count requirement.
Content- Ideas that respond to the topic	Paper demonstrates ideas that respond to the topic with complexity and critical thinking. Sources are synthesized and provide an excellent understanding of the topic and authors argument.	Paper demonstrates limited ideas that respond to the topic some critical thinking. Sources are synthesized and provide a basic understanding of the topic and authors argument..	Paper demonstrates very few that respond to the topic and lacks critical thinking. Sources are poorly synthesized and provide an minimal understanding of the topic and authors argument..
Relationship Objective- Describes personal perceptions, possibilities, and connection that occurred as a result of reading the articles/chapters	Thinks through ideas and makes personal connections and/or questions argument by rethinking or refining of one's own perspective.	Makes personal connections and/or questions argument by rethinking or refining of one's own perspective in a limited way.	Makes no personal connections and/or does not question argument by rethinking or refining of one's own perspective.
Peer Engagement. <i>Responds to, interacts with, and engages in dialogue with peers.</i>	Responds thoughtfully to required number of peers online.	Responds superficially and or to only ½ required peers online.	Minimal response with no thought or Does not respond to peers online.

Total Points:

Comments: