

Course Title: ARE 6933 - Art Education Beyond School Walls

Credits: 3

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Faculty Contact Information

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Note: All email communication about this class should be done through this course management system. Use my UF email address only if you have an emergency and/or are unable to access this site.

Course Description

ARE 6933 - Art Education Beyond School Walls is intended for graduate students who are interested in teaching art outside of traditional K-12 school settings, including school-based art educators interested in connecting their classrooms with their surrounding communities. Through research in the literature, online, and direct observation at sites in your own communities, you will explore the role art educators and teaching artists play serving various interest groups including but not limited to people with disabilities, the elderly, LGBTQ youth, hospital patients, prisoners, homeschoolers as well as those with general interest in the arts at museums, libraries, summer camps, community centers, artists' studios, and online.

Textbook and Materials

Textbook:

While there are NO required textbooks for this course, the following are recommended for anyone building a personal art education reference library and may prove useful in your independent research and as you pursue work in this area.

- Borrup, T. (2011). *The creative community builder's handbook: How to transform communities using local assets, art, and culture*. Nashville, TN: Fieldstone Alliance.
- Cleveland, W. (1992). *Art in other places: Artists at work in America's community and social institutions*. Praeger: Westport.
- Congdon, K. G. (2004). *Community art in action*. Worcester, MA: Davis.
- Congdon, K. G., Bolin, P. E., Blandy, D. E. (2001). *Histories of community-based art education*. Reston, VA: National Art Education Association.
- Irwin, R. L., Kindler, A. M. (1999). *Beyond the school: Community and institutional partnerships in art education*. Reston, VA: National Art Education Association.

- London, P. (1994). *Step outside: Community-based art education*. Portsmouth, NH: Heinemann.
- Paley, N. (1995). *Finding Art's Place*. New York: Routledge.

REMEMBER: As a student of the University of Florida, you are entitled to request books from the library through the Interlibrary Loan (ILL) program. They will be mailed to you, postage paid with return postage included. Take advantage of this privilege while you have it! Just give yourself time to get them and remember to send them back. Information at <http://cms.uflib.ufl.edu/accesssupport/InterlibraryLoan> (Links to an external site.)

ARES Online Course Reserves:

This course will utilize readings from the fields of art education and arts policy in conjunction with online information provided by community art projects and organizations about their programming. Readings from journals and books are available on electronic reserve at the UF Library ARES Course Reserves and are listed within each individual Lesson. Websites, articles, links to videos, and other online materials will also be assigned and made accessible to you within each lesson.

In order to access the Course Reserves you MUST set-up and activate a virtual private network (VPN) that connects you remotely to the library system. [Click here \(Links to an external site.\)](#) for general guidelines for how to do this at. (Be sure you read the installation instructions.) Or you may call the UFL Helpdesk and they can walk you through the specifics for your computer. Because we all have different machines with different operating systems, I can't help you with this or other hardware related aspects of your work. This is another great resource you receive with your tuition dollars and you can't conduct research in the literature (in journals and other resources available through the library) without it.

Additional Requirements:

Additionally, you will need a **headset with a built-in microphone**. This piece of equipment is crucial for fully accessing the live, synchronous sessions we will have.

Course Objectives

Students in *Art Education Beyond School Walls* will examine the variety of locations, rationale, and methods for teaching art outside of formal school settings. Through qualitative fieldwork, you will become familiar with specific examples of how art is taught in such settings in your own community and that of your classmates. Through reading and research you will deepen your knowledge of how such programs operate and clarify your own visions for teaching art beyond schools.

While the focus of the course will be on settings outside of schools, you may also consider how the programs and teaching methods you encounter can inform art education within schools or in partnerships between academic and alternative settings.

At the completion of this course, you will be able to:

- Identify and cite examples of art education programs in alternative settings in your own communities, across the country, and around the world;
- Explain how such programs function with regard to ongoing activities and special projects, teaching methodologies, administrative management and oversight, and funding;
- Conduct and document case studies of art education programs;
- Utilize information from fieldwork, course readings, and other research to bolster your own proposals for alternative art education programs.

Methods of the Course

The primary instructional methods of this course include assigned readings, short formally written essays, online group discussions of course topics and individual projects, qualitative field research with related reflective writing and case study reporting, independent research and writing, and student presentations. Interaction with professionals in the field as well as online peers will also be required to help you achieve the course objectives.

To achieve course objectives, you will:

- Read, synthesize, and prepare critical reflections on selected readings.
- Plan for and carry out independent field research.
- Creatively and critically, analyze and utilize available resources as you inform and extend your own professional practices.
- Contribute constructively and regularly through active engagement in all course activities (readings, discussions, meetings, research, and presentations).
- Participate professionally in an online learning community through supportive and informative responses to peers and through thoughtful presentations of your own research and insights.
- Complete an independent research project that extends the course content in directions of interest to you.

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 assignment and evaluation criteria may be found within the Lessons.

Note: Due dates for all learning activities are provided in [the course schedule](#)

[Actions](#)

Research in the Literature

Two sets of readings are required for this course: (1) required readings assigned to ALL students by the instructor, and (2) a set of readings comprised of your own choosing, some from a pre-selected list of options, others from your own research. Both have associated written assignments. The assigned readings explore, examine, and analyze practices and policies in teaching and researching art education in alternative settings. Students will read, summarize, and respond to assigned and independently selected readings in discussion forums and formally written reports including:

- **Reading Review** - formally written paper based on a selection of pre-selected readings and materials.
- **Annotated Bibliography** - formally written paper based on a list of readings and materials of your own choosing.
- **Case Study and Program Proposals** - apply the course readings and independent research to provide a foundation for the work you present in your final papers for Lessons 2 and 3.

Specific assignment guidelines, expectations, and evaluation criteria and due dates for each formally written report may be found within the course modules.

Fieldwork

The qualitative field research component is a unique aspect of this course. Throughout the middle third of the course, you will visit an alternative art education site for a *minimum* of 8-12 hours. It is recommended that you spread these hours over 2-3 distinct visits. During that time, you will: (1) examine and document the physical environment, (2) observe and document classes and activities, and (3) conduct interviews with educators, students, administrators, and other stakeholders.

Once your fieldwork visits are complete, you will submit two items for evaluation:

- **Descriptive Case Study** - a formally written paper that describes the alternative art program you visited in your community.
- **Presentation** - share your research and experiences with your instructor and peers in a live presentation.

Specific assignment guidelines, expectations, and evaluation criteria and due dates for each fieldwork assignment may be found within the course modules.

Program Proposal

The purpose of this assignment is to give you an opportunity to explore and articulate your dreams for an art education program in an alternative setting, or one that links your classroom to the (art)world beyond. There are three parts to your Program Proposal Project:

- **Program Proposal Preview and Meeting with Instructor** - set down your initial ideas and share them with your instructor.
- **Program Proposal Formal Paper** - formally written paper that outlines a proposal for an alternative art education program.
- **Presentation** - creative method for making your formal paper come alive and sharing your research and ideas with your instructor and peers.

Specific assignment guidelines, expectations, and evaluation criteria for each program proposal component may be found within the lessons.

Participation in the Learning Community

This course consists of assigned activities and independent research. In both cases, you are required to critically respond to and reflect on your learning with your classmates during live meetings and discussion forums. It is particularly important that you share what you are observing in the field (Unit 2), and how your own ideas are developing around an alternative art education proposal (Unit 3) so that you can help push one another's thinking along. Your interpretations of what you see and hear during your site visits might change based on questions and comments from your classmates. Likewise, your ideas for your own program proposals will likely morph into new and interesting forms that you couldn't possibly imagine as you get feedback and gain insight from your peers across the country who have all been exposed to various projects in their own communities.

Professionalism will contribute to your grade in this area. You will be evaluated based on the quality of your engagement in class discussions - asking critically engaging questions, drawing connections between student comments and research you've read, etc. - and project work, as well as your demonstrated interest in learning, preparedness throughout the course, timely completion of all course assignments, dependability, consideration of others, communication with your instructor about any issues that might arise, and contributions to our learning community.

Please remember: People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses like this one that deal with provocative or contemporary issues including concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work

together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

Grading Policy

Final grades will be calculated according to the following criteria:

Evaluation Component	Value
Research in the Literature:	(20%)
• Reading Review (directed reading)	25 points
• Annotated Bibliography (independent research)	25 points
Participation in the Learning Community:	(30%)
• Discussions	50 points
Fieldwork:	(25%)
• Descriptive Case Study (formal paper)	35 points
• Presentation	15 points
Program Proposal:	(25%)
• Formal Paper	40 points
• Presentation	10 points
Total	200 points = 100%

Evaluation criteria used in each of these areas is available within the lessons.

Late Policy

In the compressed course schedule we work with in this program, it is vitally important that you keep up to date with your work. That being said, I understand that things happen that may prevent you from turning your work in on time. In the event that you or a dependent family member suffer an illness or some other extenuating circumstance prevents you from submitting an assignment on time, please let me know and submit the

assignment as soon as possible. Please note that late assignments will be graded after I have completed other work for that lesson, and may incur a penalty upon grading.

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.

Students considering withdrawal from the course should first consult their instructor, advisor, and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

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.) 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

Confucius is often noted for stating, "I hear and I forget. I see and I remember. I do and I understand." In that spirit, remember that active participation is *always* the key to meaningful learning experiences. Successful learning online requires you to actively participate in each module of the course. I highly recommend students log in to the course several times throughout the week. Regular, active, and meaningful participation is expected, and that frequency and quality of participation will affect your grade.

Academic Honesty

All 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." All students are required to abide by the UF Academic Honesty Guidelines that have been accepted by the University. In the context of this class, this includes properly citing sources for any materials (both printed and online) used in completing course assignments. Additionally, you may also want to refer to the UF Student Guide that includes student rights and responsibilities, UF's standard of ethical conduct, honor code, and academic guidelines.

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> (Links to an external site.)) 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 who do not adhere to the netiquette expectations may result in both personal and legal consequences.

Note: The instructor reserves the right to remove any blog and/or discussion postings deemed inappropriate.

Students with Disabilities

Individuals with disabilities are encouraged to register with the Dean of Students Office and submit to this instructor the memorandum from that office concerning necessary accommodations. The Disability Resource Center office may be found on the Web at <https://drc.dso.ufl.edu> (Links to an external site.); reached by phone at (800) 955-8770 TDD: (352) 392-8565. 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> (Links to an external site.) to submit a complaint.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> (Links to an external site.) . 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/> (Links to an external site.).

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.