

ARE 6386: Teaching Art in Higher Education (GN41/#17656)

DESCRIPTION OF THE COURSE:

This course is designed to introduce graduate art students to the teaching of art at the post-secondary level. Students will create a teaching portfolio that can be built upon throughout their development as a graduate student.

"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.

Dr. Michelle Tillander

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Fall 2024 M | Period 11 - E2 (6:15 PM - 9:10 PM) Norman Hall 1041.

CREDIT HOURS: 3 SECTION: NM41/18726

INSTRUCTOR OFFICE LOCATION AND HOURS: Walker Hall 215M: 3:30-4:30PM EST.

OFFICE Zoom Meeting <https://ufl.zoom.us/j/5963121892> email for additional times & appointment

COURSE COMPONENTS AND REQUIREMENTS:

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

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

EVALUATION:

Final grades will be calculated according to the following percentages:

✓ Professional Teaching Portfolio FIN/Draft	30 (25/5)%	100 pts.
✓ Reading Reviews (6)	20%	50/300pts.
✓ Co-Facilitated Seminar	20%	50 pts.
✓ Classroom Observations (2)	10%	20/40 pts
✓ Classroom teaching, video and reflection (1)	10%	20 pts
✓ Professionalism	10%	50 pts

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)

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

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.

So You Want To Talk About Race, (2019) Ijeoma Oluo

The Activist Academic: Engaged Scholarship for Resistance, Hope and Social Change, (2020) Colette Cann & Eric DeMeulenaere

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

Raise the room: A practical guide to participant-centered facilitation. (2019) Meyers, E.J.

Professionalism:

The professionalism grade will be determined based on the following factors:

Attendance and Punctuality Policy: A student wishes to have an absence excused they must provide the instructor with a written/email explanation of absence ahead of time 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: Inappropriate cell phone use, excessive socializing, inappropriate dress during field experiences, lack of attentiveness are some examples of behaviors this can impact this.

Participation in Class: 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.

"You want to free the world, free humanity, from oppression? Look inside, look sideways, look at the hidden violence of language. Never forget that language is where the other, parallel violence, the cruelty exercised on the body, originates." Ariel Dorfman (2009, para. 7)

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: Work turned in beyond a deadline will lose 10% of its full point value and MUST be submitted within one week of deadline for any credit. Students should inform the instructor beforehand, if circumstances prevent work from being turned in on time and reach an agreement in writing for any extensions. Any extenuating circumstances must have approval from instructor in writing via email prior to due date. Students who miss work deadlines with excused absence are responsible for submitting work on time. If excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor before/after the due date. Unexcused absence will not suspend due dates, and the work will be considered late.

To be approved for an incomplete:

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation in writing prior to the final class (except under emergency conditions)

Attendance: Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. 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/UGRD/academic-regulations/attendance-policies/>

Student Conduct and Honesty Codes: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is

either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class. <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>

UF RELIGIOUS HOLIDAYS POLICY: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext> .

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. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. 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.

In response to COVID-19: We urge everyone to stay up to date with their COVID vaccinations. Visit <https://coronavirus.ufl.edu> for more information. Guidance on when and whether to get a COVID shot or booster is available from the CDC. Testing is readily available using at-home test kits, local pharmacies or through your primary care physician. Additionally, the Florida Department of Health COVID Operations at UF will end, and the 352-273-9790 phone line will no longer be operational. To report a case of COVID, call the health department in the county where you reside.

Counseling & Wellness 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.

- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **U Matter We Care** <http://www.umatter.ufl.edu/> If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **University Police Department:** (352) 392-1111 (or 9-1-1 for emergencies).
- **Student Health Care Center** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 [Visit the UF Health Emergency Room and Trauma Center website](#).
- **Sexual Assault Recovery Services (SARS),** Student Health Care Center, (352) 392-1161
- **Health and Safety:** Here is the link to SAAH's updated Health + Safety handbook: <https://arts.ufl.edu/academics/art-and-art-history/health-safety/>

Academic Resources:

- **E-learning technical support,** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- **Career Connections Center,** Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

- **Library Support**, <http://cms.uflib.ufl.edu/ask> . Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus**: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints**: <http://distance.ufl.edu/student-complaint-process/>

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

Course Calendar

ARE 6386 Fall 2024 Schedule Sequence and Assignments (tentative) 8.16.2024

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

Week	Date	Agenda Topic	Deadlines: Due on or before this class
Week 1	8.26	Intro Review syllabus/canvas space Inventory (Quadratics) Seminar groups (provide groups) Collab Teaching philosophy activity (post in canvas)	
Week 2	9.2	Labor Day no classes	no classes
Week 3	9.09	Reading 1 Discussion: Pedagogy as Experience (3) Curriculum and Philosophy Teaching philosophy activity Map out a teaching philosophy	Reading 1: Pedagogy as Experience. Read and response due before class(see rubric) To posted in the canvas course site. (see examples from previous years)
Week 4	9.16	Reading 2 Discussion: What's worth teaching in studio art classes today? (select 2) <i>Dream Syllabus ideas (review template)</i>	Reading 3: What's worth teaching in studio art classes today? Read and response due before class(see rubric) What are my inspirational texts? (2-5 total)
Week 5	9.23	Ann Lindell (meet in AFA Library) TBD Library activity (handout project sheet) post in canvas <i>Dream Syllabus ideas</i>	Teaching Philosophy draft
Week 6	9.30	Seminar Topic 1: (TBD) Reading 3 Discussion: Curriculum and Philosophy (select 2) <i>Dream Syllabus ideas</i>	Reading 3 Discussion: Curriculum and Philosophy Draft of teaching philosophy due in Canvas (feedback)
Week 7	10.07	Seminar Topic 2: (TBD) Teaching philosophy read in class Work on dream syllabus	Seminar Topic 2: handout/resource canvas Observation #1 reflection due (CANVAS)
Week 8 (mid-term)	10.14	Reading 4 Discussion: How do we cultivate inquiry as a cyclical process and multiple means of Engagement, Representation, and Actions and Expressions? Syllabus presentation (description, goals, assessment, 3 project ideas ppt)feedback	Readings 4: How do we cultivate inquiry as a cyclical process and multiple means of Engagement, Representation, and Actions and Expressions?
Week 9	10.21	Seminar Topic 3: (TBD) 1 Project Sheet and resources	Seminar Topic 3: handout/resource canvas Final Teaching Philosophy Due (CANVAS) DUE: 1 Project Sheet and resources canvas
Week 10	10.28	Reading 5 Discussion: What is art teaching in the 21st century?	Reading 5 Discussion: What is art teaching in the 21st century?
Week 11	11.04	Seminar Topic 4: (TBD)	Seminar Topic 4: (TBD) handout/resource canvas Final teaching Philosophy
Week 12	11.11	Reading 6 Discussion: Recommend a reading to your peers. Seminar Topic 5: (TBD)	Reading 6 Discussion: Recommend a reading to your peers. Post citation in canvas Seminar Topic 5: handout/resource canvas
Week 13	11.18	Review Portfolios (feedback) digital	Observation #2 reflection due (CANVAS) Teaching Activity Reflection (CANVAS)
No Class November 25 - 30: Thanksgiving break Complete online evaluations			
Week 14	12.02	Video teaching share (4 minutes)	Work on portfolio
Week 15		Final PORTFOLIO DUE- Review and feedback in class	Teaching Portfolio Due in Canvas/ digital

UF Fall 2023 Breaks: September 2: Labor Day/ October 18 -19: Homecoming/November 11: Veterans Day/ November 25- 30: Thanksgiving break, Reading Days December 5/6 NO Classes.