

AVT 605 Issues and Research in Art Education

Fall Semester 2017

George Mason University, School of Art

Mondays 4:30-7:10

Art and Design Building Room L004

Professors: Dr. Kimberly Sheridan & Dr. Justin Sutters

E-mail: ksherida@gmu.edu office, West Building, 2003

jsutters@gmu.edu; office, SOA # 2207; office phone 703-993-4375

Course Description:

This course is intended to give prospective art teachers an overview of the history of the field of art education, contemporary issues that have developed out of that history, and a sense of the importance of research in helping us to determine where we have been, where we are going, and what it all may mean. Through readings, class discussions, school observations, and hands-on experiences, students will examine the theoretical foundations from which current practices in the field are informed, maintained, reacted against, or abandoned. The course also explores ways that teachers may use research-oriented questions and data to explore issues and research in the classroom to improve teaching and learning.

Course Objectives:

- To explore the history of American art education philosophies, practices, and perspectives through readings, discussions, and by experiencing hands-on teaching strategies taken from pivotal moments in that history;
- To critically examine and relate the histories of art education to contemporary issues and practices;
- To explore theoretical and practical tools to maneuver among an array of methods, approaches, and strategies that support the art and science of high quality visual art instruction;
- To explore ways that teachers may use research-oriented questions to explore issues and research in the classroom and beyond in order to improve teaching and learning;
- To learn about and engage in research activities such as field observation, interviewing, and qualitative data analysis in art learning and teaching settings.

Course Requirements:

1. Class Presentations/Participation: 10%

Active participation in classroom activities and discussions is a course requirement. Class participation is evaluated daily. Therefore, excessive absences and highly inconsistent participation will impact class participation grades negatively. Quality participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in classroom discussions and other activities, working constructively in large and small groups and submitting assignments on time.

2. Teaching Activities: 10%

Each student will have the opportunity to work with a group of 2-4 of their peers to design a studio activity and facilitate a class discussion related to course readings/topic that day. Students will submit electronically a proposal for their activity no later than the Wednesday the week before they are scheduled to present.

3. Studio Activities: 15%

“Marking and Mapping the Heritage of Art Education” plus other studio assignments. For your mapping project, please photograph digitally your weekly progress on the map and submit a pdf with your progress, the final version and an artist statement about the piece.

4. Reading Abstracts: 20%

A 150-word abstract is required for *each* class reading, completed for the class session in which the reading is discussed. Please upload these abstracts to Bb in journal section AND keep print-out in your course notebook for class discussion reference. This type of summary writing is an invaluable skill in learning to condense major ideas and create synthesis.

5. Research Activities: 20%

Throughout the course, there will be small-scale data collection/analysis assignments such as interviewing a child about their art-making and observing a studio art class. Your grade will be based on your completing and documenting these activities thoughtfully and bringing the materials to discuss your findings on time. All research documentation should be stored in your binder and brought to class each week.

6. Final Paper: 25%***

The final paper for this course involves reflecting on and synthesizing the readings, classroom discussions, studio, teaching, and research activities of the course to create with a personalized view of issues in contemporary art education. More specific guidelines will be discussed later in the course.

****This will take a different form for MAT II students*

Required Texts, Readings and Materials:

Texts and Readings:

- Stankiewicz, M.A. (2001) *Roots of Art Education Practice*. Davis Publications.
<http://www.davisart.com/Products/481-1/roots-of-art-education-practice.aspx?bCategory=GP-133268,GP-133302>
<https://us.nicebooks.com/book/7901686>
- Hetland, L., Winner, E., Veenema, S. & Sheridan, K.M. (2013). *Studio thinking 2: The real benefits of visual arts education*, (2nd ed). New York: Teachers College Press.
https://www.amazon.com/Studio-Thinking-Benefits-Visual-Education/dp/0807754358/ref=mt_paperback?_encoding=UTF8&me=

MAT II Only:

- Lichtman, M. (2013) *Qualitative Research in Education: A User's Guide*, (3rd ed). Sage Publications. https://www.amazon.com/Qualitative-Research-Education-Users-Guide/dp/1412995329/ref=mt_paperback?encoding=UTF8&me=
- Other assigned readings will be obtained through GMU's on-line system or provided in class.

Materials:

In addition to a three-ring binder notebook, you will be requested to purchase some materials and bring some materials from home. A list has been created at Plaza Art in Fairfax (*hard copy provided in class*). However, you can purchase materials wherever convenient or most cost effective or use ones you already have. Please have your materials and texts in class daily.

1. 1 sheet of watercolor paper, about 12 X 18, at least 140 lb (*cold, rough or hot pressed*)
2. Black Sharpie Pen (*fine point*) or similar that is permanent (*not water soluble*)
3. Watercolor paints (*either in pan or tubes—see list for suggestions*) with palette
4. Watercolor brushes of varying sizes and styles (*round, flat, wash, etc.*)—not synthetic!
5. Drawing pencils, eraser and ruler

Important Student Responsibilities & Course Policies

1. Attendance: As the course involves writing, discussions, and media presentations, regular and timely attendance is required. All absences require an email to the instructor explaining the reason for the absence, prior to the class meeting. In order for an absence to be excused, a student must provide appropriate documentation (*i.e., a medical excuse from your doctor*) and/or have the instructor's approval (*i.e., family emergencies, funerals.*) A student's final course grade will be reduced by half a letter grade for each unexcused absence that occurs after **one** excused or unexcused absence. A student can fail this course due to poor attendance. It is the student's responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.
2. Guidelines for Class Discussions: Students are expected to use appropriate terms and language within all course discussion. Beliefs and worldviews divergent from yours may be shared, and respect for those differences is to be maintained within the classroom. Respect the opinions of others as you would have them respect yours.
3. Email and Blackboard: Email is used as a means of communicating with students about the course. Email is sent to your GMU email account. It is the student's responsibility to forward emails to an account that he/she checks regularly. In addition, Blackboard will be used to post information for this course.
4. Late Assignments: Assignment grades are reduced by 1/2 the points or letter grade for every weekday an assignment has not been handed in after the assigned due date. Late

assignments can be handed in at the beginning of class on scheduled class days, during office hours, or in the instructor's mailbox with e-mail notification to the professor.

5. **Returning Graded Assignments:** Papers will be returned within two weeks after the instructor receives papers. Papers are typically returned during regular scheduled classes. The final paper can be picked up by students in the SOA office.

6. **Graduate Academic Standards, Grades:** University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation, or not fewer than two hours per week of laboratory work, throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing
B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Important University Dates:

Consortium Registration Deadline	TBD
First day of classes ; last day to submit Domicile Reclassification Application; Payment Due Date	August 28
Labor Day, university closed	September 4
Last day to add classes —all individualized section forms due Last day to drop with no tuition penalty	September 5
Last day to drop with a 33% tuition penalty	September 19
Final Drop Deadline (67% tuition penalty)	September 29
Midterm progress reporting period (100-200 level classes)—grades available via Patriot Web	September 25 – October 20
Selective Withdrawal Period (undergraduate students only)	October 2 – October 27
Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)	October 9
Incomplete work from spring/summer 2017 due to instructor	October 27
Incomplete grade changes from spring/summer 2017 due to Registrar	November 3
Thanksgiving recess	November 22 – 26
Last day of classes	December 9
Reading Days Reading days provide students with additional study time for final examinations. Faculty may schedule optional study sessions, but regular classes or exams may not be held.	December 11 – 12
Exam Period	Wed December 13 – Wed December 20
Degree Conferral Date The Winter Graduation Ceremony will be held on Thu December 21.	Sat December 23

ArtsBus - Dates for Fall 2017:

- September 23
- October 21
- November 18

ArtsBus Credit and Policies: You are responsible for knowing and following Artsbus policies and rules. Please go to the ArtsBus website: <http://artsbus.gmu.edu> "Student Information" for important information regarding ArtsBus policy. For credit to appear on your transcript you must enroll in AVT 300. This also applies to anyone who intends to travel to New York independently, or do the DC Alternate Assignment. * If you plan/need to go on multiple ArtsBus trips during a semester and need them towards your total requirement, you must enroll in multiple sections of AVT 300* Non-AVT majors taking art classes do not need Artsbus credit BUT may need to go on the Artsbus for a class assignment. You can either sign up for AVT 300 or buy a ticket for the bus trip at the Center of the Arts. Alternate trips must be approved by the instructor of the course that is requiring an ArtsBus trip.

Visual Voices Lecture Series Fall 2017 Visual Voices is a year-long series of lectures by artists, art historians and others about contemporary art and art practice. Visual Voices lectures are held on Thursday evenings from 7:20- 9:00 p.m. in Harris Theater: <http://soa.gmu.edu/visualvoices/>

- August 31...Simon Schwartz
- Sept 14... Andy Birnbaum
- Oct 5...Patricia Bello-Gillen
- Oct 19...Sadie Barnette
- Nov 11... Walter Kravitz

Students with Disabilities and Learning Differences If you have a diagnosed disability or learning difference and you need academic accommodations, please inform me at the beginning of the semester and contact the Disabilities Resource Center (SUB I room 234, 703-993-2474). You must provide your instructor with a faculty

contact sheet from that office outlining the accommodations needed for your disability or learning difference. All academic accommodations must be arranged in advance through the DRC.

Cell Phones: School of Art Policies in accordance with George Mason University policy, turn off all beepers, cellular telephones and other wireless communication devices at the start of class. The instructor of the class will keep his/her cell phone active to assure receipt of any Mason Alerts in a timely fashion; or in the event that the instructor does not have a cell phone, he/she will designate one student to keep a cell phone active to receive such alerts.

Commitment to Diversity: This class will be conducted as an intentionally inclusive community that celebrates diversity and welcomes the participation in the life of the university of faculty, staff and students who reflect the diversity of our plural society. All may feel free to speak and to be heard without fear that the content of the opinions they express will bias the evaluation of their academic performance or hinder their opportunities for participation in class activities. In turn, all are expected to be respectful of each other without regard to race, class, linguistic background, religion, political beliefs, gender identity, sex, sexual orientation, ethnicity, age, veteran's status, or physical ability.

Statement on Ethics in Teaching and Practicing Art and Design: As professionals responsible for the education of undergraduate and graduate art and design students, the faculty of the School of Art adheres to the ethical standards and practices incorporated in the professional Code of Ethics of our national accreditation organization, The National Association of Schools of Art and Design (NASAD).

Open Studio Hours: SOA teaching studios are open to students for extended periods of time mornings, evenings and weekends whenever classes are not in progress. Policies, procedures and schedules for studio use are established by the SOA studio faculty and are posted in the studios.

Official Communications via GMU E-Mail Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

Attendance Policies Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Honor Code Students in this class are bound by the Honor Code, and are responsible knowing the rules, as stated on the George Mason University website' Academic Integrity page (<http://oai.gmu.edu/the-mason-honor-code-2/>). "To promote a stronger sense of mutual responsibility, trust, and fairness among all members of the Mason community, and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

Mason's Commitment: To create an environment that is innovative, diverse, entrepreneurial, and accessible-helping you avoid accidental or intentional violations of the Honor Code.”

Writing Center Students who are in need of intensive help with grammar, structure or mechanics in their writing should make use of the services of Writing Center, located in Robinson A116 (703-993-1200). The services of the Writing Center are available by appointment, online and, occasionally, on a walk-in basis. The Collaborative Learning Hub Located in Johnson Center 311 (703-993-3141), the lab offers in-person one-on-one support for the Adobe Creative Suite, Microsoft Office, Blackboard, and a variety of other software. Dual monitor PCs make the lab ideal for collaborating on group projects, Macs are also available; as well as a digital recording space, collaborative tables, and a SMART Board. Free workshops are also available (Adobe and Microsoft) through Training and Certification; visit ittraining.gmu.edu to see the schedule of workshops and to sign up.

COURSE CALENDAR (**Subject to change. Updates will be posted on Blackboard)

DATE	IN-CLASS ACTIVITIES	Readings and Assignments DUE
Mon Aug 28	<p><i>Issues:</i> Why historical and contemporary issues? Who is an art education for? What is an art education for?</p> <p><i>Issues:</i> Studio Thinking--Dr. Sheridan Presentation <i>Research:</i> Introduction to the idea of educational research Writing an abstract Introduce mapping project <i>Survey:</i> Complete and hand in</p>	<p>-Review syllabus</p> <p>-Read Studio Thinking Ch. 1</p> <p>-Blackboard written abstract due Friday, 9/5</p>
Mon Sept 4	NO CLASS—LABOR DAY	<p>-Read Chapter 1 “Anyone Can Learn to Draw” and Chapter 2 “Freeing the Child Through Art” in <i>Roots</i></p> <p>-Blackboard written abstracts due 9/11</p> <p>-Work on mapping project</p>
Mon Sept 11	<p><i>Studio:</i> More on mapping project Watercolor media exploration Attributes of watercolor paper (handout)</p> <p><i>Research:</i> Discussion of abstracts (bring a print out)</p> <p><i>Activity:</i> Visit Provisions @ 4:45. Discuss assignment.</p>	<p>View Mapping Art Education History (<i>timeline link on Bb</i>)</p> <p>Read Chapter 3 “Every Boy and Girl Wants Something to Do” in <i>Roots</i></p> <p>Blackboard written abstract due 9/18</p> <p>Read Chapter 2 in <i>Studio Thinking</i>.</p>
Monday Sept 18 Dr. Sheridan- Montreal.	<p><i>Studio:</i> Advanced Watercolor Techniques</p> <p><i>Issues:</i> Child Study and the Progressive Schools Four studio structures</p> <p><i>Research:</i> Data Visualization and Demography in Art Education—Dr. Sutters</p> <p><i>Activity:</i> Meet at Library @ 4:45 Fenwick Rm #1014A Bring laptop, USB drive & search criteria</p>	<p>Read Chapter 4 “Every Day A Festival” in “Roots”</p> <p>Read Chapter 3 in <i>Studio Thinking</i>.</p> <p>Blackboard written abstracts due 9/23</p>
Monday Sept 25	<p>Introduction to child art interview assignment</p> <p><i>Issues:</i> Children’s Drawings</p> <p><u>Guest Speaker:</u> Dr. Christopher Schulte—PSU. “<i>The Problematic at Researching Children’s Drawings</i>”</p>	<p>Provisions Research activity 1 due in class 10/2 (<i>Hard copy in 2 weeks</i>)</p> <p>Read Chapter 5 “We Aim at Order and Hope for Beauty” in “Roots”</p>

		<p>Read Chapter 4 in <i>Studio Thinking</i>.</p> <p>Blackboard written abstract due 9/30</p>
<p>Monday Oct 2</p>	<p><i>Issues:</i> Child art interviews/comments analysis Three Flexible Classroom Formats</p> <p><i>Studio:</i> Bring maps for in-class critique.</p> <p><i>Activity:</i> Writing Center Presentation—Guest Speaker will visit our classroom.</p>	<p>Read Chapter 6 and Epilogue in “Roots”</p> <p>Read Studio Thinking p. 39 (Part II) & Chapter 5</p> <p>Terry Barrett article on Bb</p> <p>MAT II: Read preface and Chapter 1 of QR textbook</p>
<p>Monday Oct 9</p>	<p>NO CLASS—Columbus Day Class moved to Tuesday 10/10</p>	
<p>Tuesday Oct 10</p>	<p>No class in lieu of Museum visit and/or related activity</p>	<p>MAT II: Read Chapter 2 of QR textbook</p> <p>Read Visual Thinking Strategies articles</p> <p>Child Art Interview Phase I due 10/116</p>
<p>Mon Oct 16 (Week 8)</p>	<p>Discuss Child Interview data and expectations for 11/7.</p> <p><i>Issue:</i> Ways of Supporting Students Viewing and Interpretation of Art</p> <p><i>Final Research Project:</i> Annotated bibliography and student-driven readings for weeks 9-15. Students will search for two articles on the provided theme and add an APA citation as well as a 150 word abstract. Due 12/5</p> <p><i>MAT II:</i> Discuss QR text and future expectations</p>	<p>Read Studio Thinking Chapter 6</p> <p>Studio Mapping Projects Due 10/24 w/ 1-pg analysis</p> <p>Weekly Theme for Research: Community-Based Art Education (CBAE)</p> <p>MAT II: Read Chapter 4 of QR textbook</p> <p>Blackboard discussion forum: Initial post due 10/21 Peer responses due before class on 10/24</p>

<p>Mon Oct 23 (Week 9)</p>	<p><i>Issues:</i> Community Based Art Education Guest Speaker: Libby Curtis-Potomac Arts Academy Discuss selected readings and annotated bibliography</p> <p><i>Studio:</i> Class critique of Mapping project</p> <p><i>Discussion:</i> Studio Thinking chapters</p>	<p>Read Studio Thinking Chapter 7</p> <p>Weekly Theme for Research: Visual Culture</p> <p>MAT II: Read Chapter 5 of QR textbook</p> <p>Blackboard discussion forum: Initial post due 10/28 Peer responses due before class on 10/31</p>
<p>Mon Oct 30 (Week 10) VAEA Nov. 2-4 Reston</p>	<p><i>Issues:</i> Visual Culture –discuss readings Studio Thinking readings—Engage and Persist</p> <p><i>Activity:</i> Dress up like an artist or visual culture character Deconstructed pumpkins activity==share results Visit Printmaking studio for guest speaker</p> <p><i>Assignment:</i> Child Interview project and expectations</p>	<p>Read Studio Thinking Chapter 8</p> <p>Weekly Theme for Research: TBD</p> <p>MAT II: Read Chapter 9 of QR textbook—Lit. review</p> <p>Blackboard discussion forum: Initial post due 11/4 Peer responses due before class on 11/7 (<i>last one!!</i>)</p> <p>Child Interview project due on 11/20—Hard copy</p>
<p>Mon Nov 6 (Week 11)</p>	<p>Guest Speaker: Dr. Renee Sandell</p> <p>Issues: TBD</p> <p>Studio: Review of Mapping project</p> <p><i>Activity:</i> Discuss final research project—MAT II addendum</p>	<p>Weekly Theme for Research: Multiculturalism</p>
<p>Monday Nov 13 (Week 12) Dr. Sheridan- Boston.</p>	<p>??</p>	<p>Weekly Theme for Research: Social Justice: Critical Pedagogy, Feminism, etc.</p>

Monday Nov 20 (Week 13) Dr. Sutters- China.	<p><i>Issue:</i> Contemporary Art in Contemporary Art Education, Art 21, Socially Engaged Art Education</p> <p><i>Activity:</i> TED Talk and worksheet/discussion—Vik Muniz</p> <p><i>Research:</i> Presentation/observations from Brazil</p> <p><i>Child Art Interview Project:</i> return and discuss as a class.</p>	Weekly Theme for Research: Design Issues/STEAM/Maker movement
Monday Nov 27 (Week 14)	<p><i>Issue:</i> Design Education</p> <p><i>Activity:</i> TED Talk and worksheet/discussion—John Maeda</p> <p><i>Assignment:</i> Discuss annotated bibliography</p>	Weekly Theme: Any topic related to your research (2 articles) Annotated bibliography Due on 12/5 (Hard copy)
Monday Dec 4 (Week 15)	<p><i>Issue:</i> Child Development</p> <p><i>Activity:</i> Painting lesson with faculty children, ages 2.5, 4.5, 8.5 led by MAT II students.</p> <p><i>Assignment:</i> Discuss final research project and expectations Collect Annotated Bibliography</p>	Work on final research paper
Monday Dec 11 (Week 16)	<p>Potluck celebration at Dr. Sheridan's house</p> <p>Check Blackboard for updated grades. Email us any discrepancies.</p>	Work on final research paper Pecha kucha final presentation
Thursday Dec 15	-Submit final paper via email by 11:59 pm.	