

Course Syllabus: Spring 2022

Note: After reading this syllabus, read the **Getting Started** page. **Getting Started** is found by clicking on the **Modules** link in the left navigation panel of this course site.

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Email: koliver@arts.ufl.edu **Note:** All email communication should be through CANVAS. Use these faculty email addresses only if you have an emergency and/or are unable to access CANVAS email.

Course Description

History of the theory and practice of teaching art in the public schools.

Textbook and Materials

Required Textbook: Stankiewicz, M.A. (2001). *Roots of art education practice*. Worcester, MA: Davis Publications.

Note that we will be reading five chapters from Stankiewicz's textbook starting in week two of the term. The publisher, Davis Publications, is the best source for purchasing this textbook at <http://www.davisart.com/Products/481-1/roots-of-art-education-practice.aspx> (Links to an external site.). A digital version of the textbook can be purchased here:

<https://www.davisart.com/Products/113-8/roots-of-art-education-practice-digital.aspx> (Links to an external site.)

******Davis Publications is closed for the holidays, to ensure your text arrives on time try to order as early as possible -- Davis is typically closed between 12/24/20 and 1/9/21

- All UF graduate art education students are required to purchase and use the **latest edition** of the Publication Manual of the American Psychological Association, **Seventh Edition**. (Published by the American Psychological Association and available in December 2019). Note: This is a book you will consult throughout the program. **If you already own the 6th edition, you are still required to get the 7th edition, as it has reflects important changes in APA style rules and shares over 100 new explanations for how to cite and reference digital and online sources.**
- A USB Headset with microphone. This piece of equipment is crucial for fully accessing the live sessions we have on Zoom. We have found that using the microphone installed in a laptop, tablet or desktop computer is not always reliable in Zoom Conferences.
- Additional weekly readings will be available online through the course CANVAS site and the COURSE RESERVES (ARES) available through the UF Library website. VPN Software (AnyConnect) is required to access Course Reserves from the UF Library website.

Note: If you haven't yet verified that you can access the UF Library System remotely, make sure that you are able to do so. In order to access the Course Reserves, you need to connect through VPN. To download and install VPN, go to <https://it.clas.ufl.edu/kb/category/vpn/> (Links to an external site.). See also the handout about VPN in the Course Downloads. (To see the Course Downloads link, click on Modules in the Canvas menu to the left.) If you need assistance connecting VPN, contact the UF Helpdesk at 352-392-HELP (4357).

Technical Requirements

You should have no problem connecting to and using e-Learning in CANVAS if you have a compatible browser and Internet connection (preferably a broadband connection such as DSL or cable).

Additionally, this course utilizes a variety of technologies and multimedia. To complete the activities in this course and to access course content, please verify that you have the following technologies and plug-ins available:

- Browser Plug-ins – QuickTime, Flash, Shockwave, Adobe Reader, and Java, Windows Media Player for the PC.
- Microsoft Word (newest version possible)– for submission of your writing assignments. Do NOT use another software program and then convert to MS Word. Doing so results in formatting errors caused during the conversion process. You can get MS Office for free from UF.
- PowerPoint (newest version possible) - for creating presentations.
- Email – To contact your faculty, check for program announcements, etc.
- VPN - to access the Course Reserves.

Required Software

- **Microsoft Word and PowerPoint are both required for this course for submitting writing assignments and creating class presentations.** 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. <https://pixlr.com/x/> (Links to an external site.) As an alternative to Photoshop, you may also download and use **GIMP**, a free, cross platform imaging program available at

<https://www.gimp.org> (Links to an external site.)

Live Meetings. We use a site called **Zoom Conferences** periodically throughout the term for live class meetings and presentations. A join link to our specific Zoom Conferences is located in the Zoom Conferences link found in the left navigation panel of our course site.

There is also a CHAT tool available on CANVAS (via the link in the navigational tools on the left of the screen).

Course Objectives

This course is structured to assist graduate art education students in developing an understanding of the philosophical foundations of art education. The emphasis will be on linking personal and cultural belief systems about the nature of art education to their historical antecedents and roots. At the completion of this course, you will be able to explain:

- how individuals, educational movements, policies, events, and issues have shaped the field of art education over the years.
- the historical basis for your own beliefs as well as other contemporary art education theories and practices.

Methods of the Course

The primary instructional methods of this class include assigned readings and asynchronous group discussions on course topics. Synchronous online, multimedia presentations, research, and independent research project work will also be used to help students achieve the course objectives.

Course Requirements

To achieve the objectives of this course, you will:

- Read and synthesize selected readings from historical art education literature and critically respond to these readings both in writing and in class discussions.
- Construct a “personal history” of art education outlining the influences and experiences that form the basis for their art education philosophy and teaching practices.

- Conduct research on a person or movement that made a significant contribution to the history of art education.
- Complete an independent research project related to the history of teaching art.
- Write in a scholarly manner and at a level in keeping with the standards of the UF Graduate College.
- Develop and maintain a professional website that showcases your important work in the UF online MA program.

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 handouts and evaluation criteria may be found in the Lesson pages and on the **Course Downloads** page.

To access the **Course Downloads** page, click on the **Modules** link in the left navigation panel of our course site and find the link to **Course Downloads** there.

Note: Due dates for all learning activities are provided on the **Course Schedule**, a downloadable PDF file that you may save and print.

To access the **Course Schedule**, click on the **Modules** link in the lefthand area of this Canvas course interface, find and link to the **Course Downloads** page, and find the **Course Schedule** on the course **Downloads** page.

Professional Website

You will need to share your major projects in this course (images and writings) on your own professional website. If you do not yet have a professional website, you will need to start one in this course. Students in previous semesters have easily and successfully used the following free web hosting services (Weebly, Wix, Google Sites, etc). These Web hosting services also have easy to use Web templates in which you simply upload your content to the template, and your webpage is generated automatically. Having these documents available on a website makes it tremendously easier to share them with your peers in this course. Once the course has ended, you may want to improve or work further on these projects (images, writings, educational documents, etc.), or remove these documents from your professional website until you believe they are as high quality as they can be. **NOTE: A website is different from a blog. Although you may also keep a blog, you must use a website for this course. Do not use a Blog site in lieu of creating a website.**

Your website is not graded but required. You will use this website in other courses in the UF Art Education online program.

See the **Professional Website Tips** for ideas, suggestions, and examples of UF Grad student websites.

- - - To access this resource, click on Modules in the left-hand navigation panel, and find the Professional Website Tips on the Course Downloads page.

Written Reading Review

Course readings examine the philosophical and historical foundations for many contemporary theories, practices, and social issues of interest to art educators today. In one of our lessons, you will read, summarize, and discuss assigned readings in a formally written reading review.

Written reading reviews must be typed and be approximately 1200 words in length. Use 1-inch borders, double line spacing, and a 12-pt typeface such as Times New Roman or Arial. Place your name and date with an appropriate title for the reading in the top left hand corner of the first page. Then, organize your written response under two sub-headings: **Summary and Key Points**, and **Personal Reflection**. Cite your authors throughout your Reading Review in APA style. Lastly, list the articles you read in APA style at the end of your review under a sub-heading called **References**. Position and format your sub-headings flush left and bold. Write your entire review in paragraph/narrative form. Indent the first line of each new paragraph. Following APA style, you do not add extra spaces between paragraphs or before and after headings. Do not use bullets to format key concepts. Instead, write them out in narrative, paragraph form. Cite appropriately throughout your review. If you quote an author, place quotation marks around the material taken from the text, introduce the quotation with a *signal phrase* that includes the author's last name, year of publication in parentheses, an action verb (like states, discusses, acknowledges, argues, etc.,) followed by the quoted material and ending with the page number of the quote in parentheses. For example:

According to Roland (2018), "you should always place quotation marks around the material taken from the text" (p. x).

You do not have to add the page number unless you are directly quoting the author.

Do NOT start or end a paragraph with a quoted or paraphrased passage. Instead, make your own summative statements about a particular reading or group of readings. Then support or explain what you said using your authors to elaborate.

Students are expected to read and follow all of the instructions that are specific to this Reading Review that are articulated on the Reading Review assignment page.

A Reading Review Rubric and Sample Reading Review are available for download from the Course Downloads.

Assessment: In evaluating your Reading Review, the following criteria will be taken into consideration: (a) clarity of your writing; (b) critical analysis of what you read; (c) coverage of the assigned readings; and (d) the organization and presentation of your

paper, including following the instructions for [formatting your Reading Review and proper application of APA style](#) . Writing in a focused manner, clearly, correctly, and concisely is an essential skill to be learned and demonstrated in this course. Work turned in late will not receive full credit. Managing your time and prioritizing your efforts are essential skills for this course, success in the graduate program as well as in your professional life.

Instructor Feedback: For the Reading Review you submit, you will receive written feedback from faculty regarding fulfillment of assignment guidelines and quality of writing. This feedback will be available in the instructor comment area of the CANVAS assignment drop boxes AND included directly on your submitted papers, utilizing the Canvas markup tool. Click on your file to see the instructor markups/comments on your paper. [Students are responsible for reading all of the instructor feedback provided, understanding that feedback, and submitting subsequent scholarly writing that appropriately attend to writing problems identified by instructors. We do not expect to see the same kinds of writing, mechanical, grammar, or APA problems identified by the instructor in earlier papers repeated in subsequent papers.](#)

Other Assignments/Projects Specific to Particular Sets of Weekly Readings

In addition to writing a formal Reading Review, you will also respond to and apply some of the weekly reading in other ways.

Then/Now Matrix

Create a Then/Now Matrix (table or chart) comparing five things that were practiced or valued in the past to current art education practices and beliefs.

Venn Diagram

Create a Venn diagram depicting things that Lanier believed and called for to things that *you* are passionate about *today* in *your own* art education beliefs and practices.

Graded Discussion 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 \(Wednesdays\)](#). 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: 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** posts and replies (combined) is expected to meet expected standards for this assignment. **Meeting these minimum expectations for graded discussion forums may earn 3.5 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.

Note: Our course readings embody the core content and interests of this course. Your engagement with these readings *is evidenced through* your participation in the discussion forums over readings. The graded discussion forums, 7 in total, comprise 35% of your final grade.

- - - **Bottom line: your participation in graded discussion forums significantly impacts your final grade.**

Ungraded Peer Sharing Discussion Forums

You are asked to share your projects in our Peer Sharing Discussion forums. Please share your work in these forums on the same day that you submit these assignments to the Assignment Drop boxes. Then over the following few days, see and comment on each others projects. This sharing is one of the ways we build community in this course and in this program. Your participation here is very important.

Major Research Projects

Construct a Personal History of Art Education

As art educators, we bring to the classroom or studio certain experiences and beliefs that guide our teaching practices. These beliefs are grounded in our own personal art education history. They lead us to making certain assumptions about what we as art teachers are supposed to do as well as what we expect students to do. All of this forms our personal art teaching philosophies.

Your assignment is to *uncover* your personal history of art education, and to share it with others through images and text. What are your earliest memories of “art class?” How did you learn about art as a child? How did you learn to teach art? What sorts of things have happened to you in the past that you feel play an important role in determining who you are as an art educator? Consider both good and bad experiences, dead ends and wrong turns as well as moments when you soared. Who did you have as an art teacher(s) as a child or as a teenager? What influences did these teachers have on you? How did they teach art in the classroom? What sorts of experiences have you had with art in the past that may have influenced you? What books have you read? What places have you been? What conferences have you attended that were memorable? What jobs have you had? What online and real-world resources have been most beneficial to your professional development? How important was art in your family life as a child? What other events or factors have played a role in making you who you are as an art educator? Consider all of this and more as your plot out what led you to the place you are today.

Assessment: A grade will be given for the final product, based on how effectively you are able to uncover your personal history and express it in words and images. One grade will be given for the visualization and written narrative combined. The criteria used will include clarity, critical analysis, creative synthesis, and presentation.

- - - Additional instructions and requirements are articulated on the Personal Art Education History assignment handout, available on the Course Downloads page. **Students are expected to find, read, and follow the instructions articulated on this assignment handout.**

Great Moments in Art Education History

Art Education has a rich history of persons, authors, events, movements and ideas that continue to influence those who work in the field today. As students of art education, you owe it to yourselves to be familiar with this history. This assignment calls for you to: (1) select and research a significant educator, author, movement or event from the history of art education, (2) write a narrative explaining the significance of your topic, (3) create an image on your topic, and (4) make and publish on YouTube or Vimeo a three-minute video recording (that includes your voice and your image) of you explaining the background and significance of your topic. Think of this project as making 'an elevator presentation' in that it should be clear and short enough to present to others in the time it takes to ride in an elevator from one floor to the next.

- - - Additional instructions and requirements are articulated on the Great Moments in Art Education History Project assignment handout, available on the Course Downloads page. **Students are expected to find, read, and follow the instructions articulated on this assignment handout.**

Assessment Criteria: Clarity, conciseness, evidence of historical research, quality of your infographic, and quality of your video presentation.

Independent Research Project

Your final assignment in this course is to plan and write an independent research paper that involves: (1) researching some aspect of the history of art education (prior to the year 2000); and (2) displaying evidence of your research in the form of a scholarly paper (10+ pages in APA format).

- - - Additional instructions and requirements are articulated on the Independent Research assignment handout, available on the Course Downloads page. **Students are expected to find, read, and follow the instructions articulated on this assignment handout.**

Assessment: The final independent projects will be assessed on clarity, depth and quality of your historical research, synthesis/application to your current beliefs and practices, and quality of your writing.

Final grades in this course will be calculated according to the following percentages.

- Writing Assignments and Projects (35%)
 - Reading Review
 - Then/Now Matrix

- What's your Passion Venn Diagram
 - Great Moments in Art Education History: An Elevator Presentation
 - Personal History of Art Education
- Discussions (7 in total, 35%)
- Final Independent Research Project (30%)

Late Policy

Work turned in beyond a deadline will not receive full credit. 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> (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

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.

Course Policies

Class Participation

Participation is key to successful learning online. Consistent and meaningful participation in class discussions is expected.

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 Zoom (refer to the course schedule for Zoom 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.

Academic Honesty

Students are expected to abide by the UF Academic Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>), 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. 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.

Note: The instructor reserves the right to remove any discussion postings deemed inappropriate.

Student Support Services

As a student in a distance learning course or program, you have access to the same student support services that on-campus students have. For course content questions, contact your instructor. For any technical issues you encounter with your course, please contact the UF Computing Help Desk at 352-392-HELP (4357), or visit <http://helpdesk.ufl.edu>. For a list of additional student support services links and information, please visit <http://www.distance.ufl.edu/student-services>.

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 ([Links to an external site.](#)) 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> (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 through CANVAS email.