ART 4365 – TECHNOLOGY IN ART EDUCATION

SPRING 2016 SYLLABUS* 3 CREDIT HOURS

* This syllabus is subject to minor revisions. Any changes will be announced.

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Office Hours: Tuesday 12:30-1:30p
Thursday 12:30-1:30p
By appointment

Students are encouraged to meet with the professor regarding concerns about the course during office hours or at an agreeable time.

Course Meetings:
11:00a to 12:20pm, Tuesday & Thursday in FA 368A
Attendance is required

Course Description:
This course provides digital media presentation strategies to enhance teacher effectiveness and explores how to incorporate the use of digital media in curriculum development. It also enables students to develop an electronic teaching portfolio to prepare students for job interviews and to showcase both personal and student artwork. Reading assignments, research, hands-on experiences, and in-class discussion provide students with an understanding of technology and its application to an art education classroom. Students will gain a working knowledge of Microsoft Office, E-mail, the Internet and Adobe programs, i.e. Photoshop & Acrobat as well as video software.

Course Objectives:
Students will perform the following to meet the NCATE National council for Accreditation of Teacher Education, ISTE National Educational Technology Standards for All Teachers, INTASC Interstate New Teacher Assessment and Support consortium, NAEA art teacher candidate standards and skills, and PDE programming guidelines for art teachers.

1. Students will demonstrate operational skills and knowledge for computer software, hardware, and educational technology for art education. **(ISTE 1)**
2. Students will demonstrate ability to utilize on-line technology for art education research and curriculum development. **(ISTE 2, 3, INTASC 7, 10, NCATE.1.B)**
3. Students will apply related readings on technology in art education in the process of selecting, designing, and producing instructional materials in art classrooms. **(ISTE 2, 3, INTASC 4, NCATE.1.B, NCATE.1.C)**
4. Students will demonstrate ability to select, design, and produce instructional materials using diverse new technologies to enhance art teaching **(ISTE 2, 3, INTASC 4, NAEA IX B, NAEA IX C, PDE II.B, C, D, NCATE.1.B, NCATE.1.C)**

5. Students will create an electronic teaching portfolio to demonstrate their learning outcomes as an on-going teaching portfolio. **(ISTE 5, PDE II.A)**
6. Students will understand ethical and legal issues on the intellectual properties of resources. **(ISTE 6)**
7. Students will develop a positive and active attitude toward the required utilization of electronic materials in the instructional process. **(ISTE 5)**

Course Content:

1. The role of Instructional Technology in Art Education
2. Technology in Art Education Curriculum and Research
3. Legal Issues on Copyright in Art Classrooms
4. Technology and Art Instructional Materials
    a. Art Classroom Management (Spread sheet, Excel)
    b. Advanced Microsoft Word and PowerPoint Presentations
    c. Microsoft Publisher or equivalent (flyer, invitation, program, and award certificate)
    d. Computer Graphic Art in Art Classroom (Microsoft Office, Adobe)
    e. Technology of Video and Audio
    f. WWW applications in art education
    g. Software Evaluation
5. Electronic Teaching Portfolio in Art Education
    a. Understanding Electronic Teaching Portfolio
    b. Planning and Organizing Electronic Teaching Portfolio
    c. Artifact Technologies (Audio, Video, Microsoft Office, Adobe)
    d. Building the Electronic Teaching Portfolio in Art Education
    e. Presentation of Electronic Teaching Portfolio
6. The Present and Future of Technology in Art Education

Instructional Activities:

The syllabus, assignments, calendar, and reading lists are available on Blackboard. Students are responsible for maintaining a Blackboard account, and an UTA email account for professional communication (STUDENTS **MUST** USE UTA EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR). Students should frequently check their email and announcements in Blackboard. It is necessary to be self-motivated and open-minded.

Instructional activities will include the following:

- Reading Assignments
- Research using Technology
- Cooperative Discussions
- Microsoft PowerPoint™ Presentation
- Computer Lab Art Projects

Recommended Reading:

Gura, M. (2007). *Visual arts units for all levels.* ISBN 978-1-56484-242-8

Bauerlein, M. (2008). *The dumbest generation*. ISBN 978-1-58542-712-3

Roland, C. (2005). *The art teacher's guide to the Internet.* Worcester: Davis Publications, Inc. ISBN: 0-87192-695-4

Sweeny, R. (2010). *Inter/actions/inter/sections: Art education in a digital visual culture*. Reston, VA: NAEA. ISBN: 978-1-890160-49-4

University Library Resources:

- *Journal of Art Education*
- *Journal of School Art*
- *Studies in Art Education*
- *The New York Times*

Recommended Resources:
Art certification students should join the National Art Education Association at http://www.naea-reston.org/membership.html. Members receive many of the NAEA publications including *Art Education*, can purchase NAEA books at a discount, and can attend state and national conferences. Also, students should join the Texas Art Education Association at www.taea.org. A student membership is $16. Active membership in professional organizations is expected and looks good on an résumé.

Americans with Disabilities Act:
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Attendance Policy:
Class meets twice a week. Like residency/student teaching, this course is a professional obligation where punctual attendance is necessary. More than three absences or continual tardiness will constitute a lower grade by one letter (see attendance policy of the university). Students should notify professor of absence via email at least an hour before class.

Drop Policy:
Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Academic Integrity:
At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity

standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services:
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

Grading:
Your grade in this class will be determined by considering a number of factors and performance. In all aspects of this course, sincere effort counts and gradual improvement is expected. Strong academic skills including research and communication are necessary for successful completion of assignments. Attendance and classroom participation is also a factor. In-class and homework projects and activities are evaluated in part on the amount of work involved and the care and concern with which they are done. There is NO ALLOWANCE for the late submission of papers or other assignments.

Grading Scale:

A	90 to100
B	80 to 89
C	70 to 79
D	60 to 69
F	below 60

Paper Style and Format
All written assignments completed outside of class must be typed, meet required length, and should include:

- Your name, course #, assignment title, date, and a descriptive title for the paper (if it's a paper).
- Page numbers on all pages
- Left and right margin: no larger than 1.5"; Top and bottom margin: no larger than 1.0"
- Use 12 point Times or Times New Roman font
- Double-space all lines
- Spell check, proof read, and **staple.**
- Choose one of the following style sheets and follow it consistently (again, if it's a paper): *American Psychological Association, Chicago, Modern Language Association.*

Students' Storage Medium
Each student needs to own a jump/thumb drive (1 GB suggested) to be used for this course.

Assignments:

1. Electronic Teaching Portfolio (30%)
Students will select an Internet platform and develop an on-going electronic teaching portfolio that will be used to showcase their artwork, artist statement, CV/resume, teaching philosophy, units/lessons, course project examples, teaching experiences, honors, and any other pertinent documents, photos, audio, and/or video. This portfolio website will be accessible to employers and/or students, parents, and administrators and is the culmination of all projects that have been completed in the Art Education program. This assignment will continue throughout the semester with several steps and will be due at the end of the semester as the final project.

Assessment will be based on:

- Finding and examining online electronic teaching portfolios and appropriate platforms to create personal electronic portfolio
- Writing a one-page electronic portfolio design that includes goals of the portfolio, audience for the portfolio, content of the portfolio and most appropriate software and tools to develop the portfolio (this will need to be researched ahead)
- Continual development and abiding by interim draft deadlines throughout semester
- Present portfolio to the class

2. Marisol Project (3D) (10%)
For this project, students will follow the instructions in Unit 10 of the Gura text to produce a sculpture in the round using several forms of technology throughout the project and to exhibit the work. Students should follow the book instructions but are also required to incorporate their own twist on the project. These will be presented in class.

3. Zoetrope Project (2D) (10%)
For this project, students will follow the instructions in Unit 16 of the Gura text to create a short animated series of drawings that tell a visual story. In addition to understandings about animation, several aspects of drawing can be learned with this project, which make for a rich experience for K-12 students. As with the Marisol project, students will incorporate their own twist on the project. These will be presented in class.

4. Digital Video (10%)
Students will develop and create a digital video clip that introduces themselves and their electronic teaching portfolio. This must be a creative piece incorporating the student's personality. All videos will be between 1:30 and 2:00 minutes long.

5. Art Education Research (20%)
Students will investigate online resources to find a unit/lesson for a specific grade level. Students will then adapt the lesson for two instructional days morphing and tweaking it to incorporate some form of technology (utilized by students). After unit/lesson is developed and turned in, students will present the two-day unit to the class using a PowerPoint presentation or equivalent. This presentation will provide details of the unit/lesson and example works of what is expected of students.

Assessment will be based on:

- Name of online resource – url where lesson was located
- A hard copy of the lesson
- A new version of the lesson incorporating technology – turn in the unit overview
- A PowerPoint presentation and example works/prototypes from the unit (10 minute presentations)

6. FabLab Assignment (15%)

Students will visit and take a tour of the FabLab at the university library. Thinking about how 3D printers might be used in teaching and learning, students will develop a 2D design and 3D print it. Students need to consider two things, 1) think about how you might develop a lesson with elementary or middle school students using this technology, and 2) how might you integrate curriculum with 3D printing, i.e. math, social studies, geography, etc. Grades will be based on 2D to 3D design as well as your thinking and presentation on how this design relates to the two points listed above. Students will bring their projects to class and discuss them.

7. In-Class Discussion, Activities & Final CD with Projects (5%)

Class participation includes class discussion, in-class writing, exercises or small homework activities between classes not listed in the syllabus. Students are expected to willingly participate in all of these activities with serious enthusiasm. Please approach all class related activities with a fresh and non-judgmental mind while being open to possibilities.