ART 4365 – TECHNOLOGY IN ART EDUCATION

SPRING 2019 | **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 education 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.

Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the professor of this course, I **will be taking attendance**. This class meets twice a week, and like 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. Students should notify professor of absence via email at least an hour before class.

Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Disability Accommodations:
UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** http://www.uta.edu/disability/ or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy:
The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

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/aao/fao/).

Academic Integrity:
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

Campus Carry:
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the

University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

Student Feedback Survey:
At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week:
For semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures:
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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 (2 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. Zoetrope Project (2D) or Marisol Project (3D) (15%)
For this project, students will follow the instructions in Units 16 or 10 of the Gura text to create a short animated series of drawings or "sculpture in the round" that tell a visual story. In addition to understandings about animation, several aspects of drawing or sculpture can be learned with this project, which make for a rich experience for K-12 students. Students will incorporate their own twist on the project (Gura units 16 and 10 are only a baseline). These will be presented in class.

3. Digital Video (15%)
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.

4. FabLab Assignment (20%)
Students will visit and take a tour of the FabLab at the university library. Thinking about Maker Spaces and the DIY community, how might teachers working in K-12 classrooms solve problems by generating ideas or using the tools of Maker communities? How could a 3D printer be used in teaching and learning? How might one "make" instead of "buy?" Read Maker Competencies list to gain a better understanding of what Maker Literacies entail.
    a) For this assignment, in teams of 2-3, students will complete a series of steps using the FabLab.
        (1) Identify a K-12 Classroom Problem (a real problem that you've observed)
        (2) Use Maker Literacies to Propose a Solution to this Problem
        (3) Create/"Make" Solution using Software/Hardware in Fablab (this will result in a software (or sketches) and hardware "object")
        (4) Test the Solution, Reflect, Tweak & Rework
        (5) Present Ideas & Objects
    b) Students will be graded on following these five steps, writing a 1-page paper on the problem and solution (solved by using Maker Literacies), turning in notes/sketches showing your process of thinking and tweaking, making a solution using Fablab software and hardware, and presenting the final solution to the class.

5. Art Education Research (15%)
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. 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.