

ART 4365 – TECHNOLOGY IN ART EDUCATION

SPRING 2021

SYLLABUS*

3 CREDIT HOURS

* This syllabus is subject to minor revisions. Any changes will be announced via Canvas and email.

Dr. Lucy Bartholomee

Adjunct Professor of Art Education, Department of Art + Art History

E-mail: lucy.bartholomee@uta.edu
Office: Fine Arts Bldg., Room 296 or online
Office Phone: (817) 272-2810 (Art Office)

Office Hours: Tuesdays & Thursdays 12:20-1:30pm and by appointment
Students are encouraged to communicate or 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 online via TEAMS or 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 skills teaching through technology* using a variety of curriculum tools. Students will develop a teaching portfolio website to prepare students for job interviews and to showcase both personal and student artwork. Reading assignments, research, hands-on experiences, and class discussion provide students with an understanding of technology and its application to an art education classroom. Students will develop knowledge and skills with a variety of programs, including Microsoft Office, online resources and programs, and Adobe type programs, i.e. Photoshop & Acrobat, and 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 a teaching portfolio website 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. Teaching Portfolio Website in Art Education
 - a. Understanding Teaching Portfolio Website
 - b. Planning and Organizing Teaching Portfolio Website
 - c. Artifact Technologies (Audio, Video, Microsoft Office, Adobe)
 - d. Building the Teaching Portfolio Website in Art Education
 - e. Presentation of Teaching Portfolio Website
6. The Present and Future of Technology in Art Education

Instructional Activities: The syllabus, assignments, calendar, and reading lists are available on Canvas. Students are responsible for maintaining a Canvas account, and an UTA email account for professional communication. **STUDENTS MUST USE UTA EMAIL ACCOUNT FOR COMMUNICATION WITH PROFESSOR.** Students must frequently check their email and announcements in Canvas. 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

There is no required textbook to purchase for this class. Required reading and research material will be posted to the course in Canvas.

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.

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

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 UTA, 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>.

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 to 100
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 the required length and scope, follow APA formatting.

Students' Storage Medium

Recommended: a jump/thumb drive (2 GB or more) to be used for this course.

Assignments:

1. Teaching Portfolio Website (30%)

Students will select an Internet platform and develop an on-going teaching portfolio website 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.

[Independent]

Assessment will be based on:

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

2. Stop Motion (2D or 3D) (15%)

For this project, students will create a short animated series of drawings or sculpture 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 creativity for the project. Must be at least 1 minute but no longer than 2 minutes and include a storyline (intro, plot, and conclusion). These will be presented in class.

[Independent]

3. Interactive Online Teaching Experience: Artist (15%)

Select an artist appropriate for [elementary students](#) and choose a target age group (such as Frida Kahlo, 5th grade) and create a technology based lesson plan (using art and technology TEKS and NCAS). Lessons will be presented to the class using a power point, prezzi, or other organized presentation system.

[Independent]

This lesson should have the following segments:

1. Introduce the life and a few artworks from the selected artist
2. Virtual Visit to a museum that has this artist's work on display or an online arts studio or home visit. For example, Frida Kahlo's blue house is now a museum that offers a virtual visit.
3. Online interactive activity (review info, experiment with a technique, share their responses to the artwork, etc.) an interactive digital platform such as Drawasaurus, Google Jamboard, a survey, Quizlet, discussion board, or other resource. Variety is key as we want to be introduced to many different instructional media and tools through this project.
4. (Optional) Explain an activity the students will do (art making or discussion/analysis).

4. Personal Introduction Digital Video (15%)

Students will develop and create a personal digital video clip that introduces themselves and their teaching portfolio website. This must be a creative piece incorporating the student's personality. All videos will be between 1:30 and 2:00 minutes long.

[Independent]

5. Teaching Technology in Art Making (research): Art Making Techniques (10%)

Students will investigate online resources to find a unit/lesson for [middle/high school](#). 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. (Include art and technology TEKS and NCAS.) This presentation will provide details of the unit/lesson and example works of what is expected of students. [Students may work in groups of 1-4.]

Assessment will be based on:

- Name of online resource – url where the original lesson was located.
- A hard copy or pdf of the [found/original] lesson.
- A new version of the lesson incorporating technology.
- A PowerPoint presentation and example works/prototypes from the unit (10 min).

6. FabLab Assignment (15%)

Students will visit and take a tour of the FabLab at the university library (virtual or physical, TBA). 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.

For this assignment, in teams of 3-4, students will complete a series of steps using the FabLab.

- 1) Identify a K-12 Classroom Problem (a real problem that you have 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.

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. (If the FabLab is not available due to Covid19 we will replace this with a different activity.)