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## ARE 6641: Contemporary Issues in Art Education

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**SEMESTER AND YEAR:** Spring 2024

**CREDIT HOURS:** 3; **SECTION:** 4H55

**MEETING TIMES AND LOCATION:** To Arrange: Room: Norman 1041

**INSTRUCTOR:** Dr. Michelle Tillander

**INSTRUCTOR OFFICE LOCATION AND HOURS:** Walker Hall 217: EMAIL FOR ADDITIONAL TIMES & APPOINTMENT. Zoom Meeting  
<https://ufl.zoom.us/j/5963121892>

**INSTRUCTOR CONTACT INFORMATION:** 352-273-3079. E-MAIL: [mtilland@ufl.edu](mailto:mtilland@ufl.edu)

**DESCRIPTION OF THE COURSE:** This course explores contemporary issues in art, education, and society influencing art education. Through weekly reading, discussion, and personal research interests students will examine and research contemporary issues and theoretical developments in art education.

**OBJECTIVES OF THE COURSE:** This course explores contemporary issues in art, education, and society influencing art education. Through weekly reading, discussion, and personal research interests students will examine and research contemporary issues and theoretical developments in art education. Contemporary Issues in Art Education is designed to critically explore contemporary events, theories, trends and practices that are influencing the field of art education. At the completion of this course, graduate art education students will be able to:

- discuss internal and external influences upon the field of art education.
- demonstrate a critical understanding of contemporary writings, movements and issues related to current practices in the field of art and art education.
- identify and use current journals and online resources relevant to art education.
- speculate about possible future directions in the field of art education.

**METHODS OF THE COURSE:** The primary instructional methods of this course include weekly readings, group discussions of course topics, and personal research. Topics covered in the course may include contemporary approaches to art curriculum planning, diverse populations, art assessment practices, postmodern theory, school-community partnerships, censorship issues, technology, standardized testing, art education advocacy, and more. Extensive reading and personal research will be required to help the student achieve the course objectives.

**COURSE COMPONENTS AND REQUIREMENTS:** This course is comprised of the following components:

- Read, synthesize and be prepared to discuss selected readings.
- Complete an independent research project/paper related to the course content.
- Contribute to the course content.
- Research and assemble a set of readings around a topic of interest.
- Engage professionally of art education and bring your voice to an issue in contemporary art education. (Critical commentary or conference proposal project)
- Participate in discussions.

*Participation in class is necessary to achieve the course objectives. Students are expected to arrive to class on time and be prepared to participate in all class activities.*

**EVALUATION AND GRADING:** A student's final grade will be based on his/her fulfillment of the course objectives and requirements.

Final grades will be based on evaluations of the following factors:

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|--|-------|
| • Literature Review Creative Format (20 references)          | (20%) |
| • Grant/Conference/ Critical commentary project              | (15%) |
| • Independent Paper/Project                                  | (30%) |
| • Response to Readings Topics (3 key points & 3-5 resources) | (25%) |
| • Class participation  | (10%) |
|  | 100%  |

*Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.*

(Grading Scale: 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+**; 66-63 **D**; 66-60 **D-**; 0-59 **E**)  
**UF GPA** equivalency **A** 4.0; **A-** 3.67; **B+** 3.33; **B** 3.00; **B-** 2.67; **C+** 2.33; **C** 2.00; **C-** 1.67; **D+** 1.33; **D** 1.00; **D-** .67; and **E, I, NG, S-U, WF** 0.00

UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#calculatinggpa> The Office of the University Registrar records student grades. A comprehensive explanation regarding UF academic regulations can be found at <https://catalog.ufl.edu/ugrad/current/Pages/academic-regulations.aspx> See the table below that reflects +/- grades.

**COURSE TEXT AND MATERIALS:** There is no required textbook but recommended text will be provided. All readings for the course are listed on the [reading handout](#) and will be made available on the library course reserves **ARES** <http://www.uflib.ufl.edu> and **CANVAS**. It is recommended that students purchase a notebook/sketchbook for note taking, class handouts, and journal-keeping purposes. To facilitate advisement and peer support, students are required to get and use a GATORLINK account. The course has an eLearning in Sakai site <https://lss.at.ufl.edu> for posting of all assignments and written reading responses (I collect no paper). Before accessing course reserve materials from any NON-UF network, you must log into the UF VPN client. An instructional video can be found at <http://education.ufl.edu/distance-learning/access-vpn/>

**USEFUL RESOURCES:**

International Journal of Education & the Arts: <http://ijea.asu.edu/articles.html>  
Visual Arts Research <http://www.jstor.org/action/showPublication?journalCode=visuartsrese&>  
Florida Art Education Association (FAEA) <http://www.faea.org/>  
Educational Insights: <http://www.ccfi.educ.ubc.ca/publication/insights/index.html>  
National Art Education Association (NAEA) <http://www.arteducators.org/>  
American Educational Research Association (AERA): <http://www.aera.net>  
a/r/tography: <http://artography.edcp.educ.ubc.ca/>  
MA thesis in Artography [http://artography.edcp.educ.ubc.ca/?page\\_id=119](http://artography.edcp.educ.ubc.ca/?page_id=119)  
Museum Blogs <http://www.museumblogs.org/>  
The virtual home of the Department of Museum Studies Research based at the University of Leicester <http://attic-museumstudies.blogspot.com/>  
Words to pages <http://wordstopages.com/>

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## ARE6641 Academic Policies and Procedures:

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**POLICY FOR MAKE-UP EXAMS OR LATE WORK:** Late projects lose 10% of their value within 7 days of their deadline and are only accepted after that with a valid University of Florida excused absence. If excused absence has affected the student's ability to work, the student is responsible for discussing this with the instructor to put a missed assignments schedule in writing. To be approved for an incomplete (I) grade:

1. Students must have completed the major portion of the class with a passing grade of C or better
2. The student is unable to complete course requirements because of documented circumstances beyond his or her control
3. The student and instructor have discussed the situation prior to the final critique (except under emergency conditions)

**ATTENDANCE POLICY:** Attendance is required and very important to promote a community of creative scholars and count from the first class meeting. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the department to indicate their intent, may be dropped from the course. I encourage graduate students to attend professional conferences and lectures in their field; therefore, your absence in class for such an attendance is excused with prior arrangements. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. The university recognizes the right of the individual professor to make attendance mandatory.

**STUDENT CONDUCT AND HONESTY CODES:** Students are expected to abide by the UF Academic Honesty Policy, 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 includes properly citing sources for any materials (both printed and online) used in completing course assignments. <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Proper citation formats for this class are the style guide called **APA** helps provide support for your ideas and reduces the possibility of plagiarism. All images and text from the Internet, journals, or books must have full **APA** citation to be used in your work. Most current APA Style | Electronic References <http://www.apastyle.org/> and <http://owl.english.purdue.edu/owl/resource/560/01/>

**STUDENTS WITH DISABILITIES:** Individuals with disabilities must register with the Office for Students with Disabilities and submit to this instructor the memorandum from that office concerning necessary accommodations. The ADA office is located in Room 232 Stadium (phone: 392-7056). All course materials are available in alternative format upon request. UF Disabilities Resource Center <https://drc.dso.ufl.edu/>

**COUNSELING SERVICES:** The Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/> provides counseling and consultation services to currently enrolled undergraduate and graduate students and their spouses/partners. The Center offers brief counseling and therapy to help students confront personal, academic, and career concerns. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to grow and develop in ways that will allow them to take advantage of the educational opportunities at the university.

The Counseling and Wellness Center: P301 Peabody Hall (352) 392- 1575 Tuesday - Friday: 8 am - 5 pm

- U Matter We Care <http://www.umatter.ufl.edu/> If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies
- Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161

**ONLINE COURSE EVALUATION PROCESS:** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Faculty does not receive the results until after the grades have been finalized. These evaluations are conducted online at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

**Course Calendar**

**ARE 6641 Spring 2020 Schedule Sequence and Assignments (tentative)**

DATES	WEEKLY ACTIVITY	CRITICAL DEADLINES
Week 1 1.8	Overview of the objectives, expectations, and activities for the course. Look at syllabus, online interfaces. Review projects (handouts) <i>Select topic discussions to lead</i>	Scan syllabus and consider some possible topic areas for personal focus, get readings and access organized.
Week 2 1.15	<b>Review Topics for themes for this course in 2024</b>	Scan syllabus and consider some possible topic areas for personal focus, get readings and access organized Prepare 3-5 slides about your art educational.
Week 3 1.22	<b>Topic 1: Engaging Contemporary Issues in Art Education from a Critical Theory Perspective</b>	Scan syllabus and consider some possible topic areas for personal focus, get readings and access organized
Week 4 1.29	<b>Topic 2: Understanding Visual Culture and Material Culture</b> <b>USEFUL RESOURCES:</b> <a href="#">presentation</a>	READING TOPIC: Assigned Topic 1: Engaging Contemporary Issues in Art Education from a Critical Theory Perspective
Week 5 2.5	<b>Topic 3: Mapping your Identity as Critically Engaged Artists/Educators</b> Project discussion in class <ul style="list-style-type: none"> <li>• Independent Paper/Project with supporting paper</li> </ul> Critical commentary/Grant/Conference project	<b>Topic 2: Understanding Visual Culture and Material Culture</b> Engage with NAEA monthly mentor (Blog) or other online interface with topics of interest <a href="http://www.arteducators.org/learning/monthly-mentor">http://www.arteducators.org/learning/monthly-mentor</a>
Week 6 2.12	<b>Topic 4: What is creativity, design, and play why are they important, and how do we nurture them?</b> Project discussion in class <ul style="list-style-type: none"> <li>• Independent Paper/Project with supporting paper</li> </ul> Critical commentary/Grant/Conference project	READING TOPIC: Assigned <b>Topic 3: Mapping your Identity as Critically Engaged Artists/Educators</b>
Week 7 2.19	<b>Topic 5: Multicultural and Intercultural Education</b> Project discussion in class <ul style="list-style-type: none"> <li>• Independent Paper/Project with supporting paper</li> </ul> Critical commentary/Grant/Conference project	<b>Topic 4: What is creativity, design, and play why are they important, and how do we nurture them?</b>
Week 8 2.26	<b>Topic 6: Engaging Contemporary Issues in Art Education</b> <b>Topic 6: Art Education: Your Art Ed Issues</b> Critical commentary/Grant/Conference project discussion	<b>Topic 5: Multicultural and Intercultural Education</b> <b>INDI proposal:</b> Independent project/paper (one page proposal and 5 references APA)
Week 9 3.4	<b>Topic 6: Art Education: Your Art Ed Issues</b> <b>Literature Review Creative Format</b> (intro, topic headers, and 5-10 ref. searches in class) in class discussion (TBD)	READING TOPIC: Assigned <b>Topic 6: Art Education: Your Art Ed Issues</b>
<b>SPRING BREAK March 11-17</b>		
Week 10 3.18	<b>Topic 7: New Media Pedagogy</b>	

NAEA April4-7		
Week 11 3.25	TBD	<b>Topic 7: New Media Pedagogy</b>
Week 12 4.1	<b>Topic 8: Interdisciplinary and the Integrated Model</b>	Grant/Conference/ Critical commentary project
Week 13 4.8	Workshop and research as needed	<b>Topic 8: Interdisciplinary and the Integrated Model</b> Literature Review Creative format
Week 14 4.8	Notes on presenting in class Workshop and research as needed	
Week 15 4.15	Notes on presenting in class Workshop and research as needed	
Week 16 4.22	Presentations: Final Personal Contemporary Issues in Art Education paper/Project (15 minutes)	<b>Final Contemporary Issues paper/Project due (TBD)</b>

January 15: Martin Luther King, Jr. Day; March 11 - 15: Spring Break; Classes End April 24; Finals Week April 27 - May 3