

George Mason University
College of Visual and Performing Arts
College of Education and Human Development
Advanced Studies in Teaching and Learning Program (ASTL)

EDCI 597
Advanced Strategies and Curricular Innovations in the Visual Arts
Summer 2011

COURSE INSTRUCTORS:

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Office Hours By appointment & before class

I. **COURSE DESCRIPTION:**

Provides advanced study on selected topic or emerging issue in American or international education.

COURSE Overview:

This special topics seminar is the culmination of the ASTL art education concentration program. The course provides the opportunity to synthesize knowledge and understandings gained as a result of ASTL program participation. Focus is placed on innovation in curriculum design, mastery of effective instructional strategies, and realization of leadership potential in the field of visual art education. Participants design curriculum based on informed choices regarding art content and they develop and practice instructional strategies that lead to student understandings and insights into the creative process. Through lecture, research, discussion, and reflection, participants craft a substantive proposal for change that incorporates emerging theories and approaches to advance visual art education in the 21st century.

II. **COURSE GOALS AND PROCESS:**

Drawing on the knowledge and skills embedded in portfolio products from the ASTL Art Education Concentration courses (in history/issues, creativity and cognition, critical response and studio/curricular explorations), this seminar addresses the professional evolution of art teacher-leaders as they develop and disseminate best practices for the classroom and society at large.

Student Learning Outcomes

Participants completing EDCI597 will be able to:

- A. Re-fine innovative units of study based on research and portfolio products resulting from ASTL Art Education Concentration participation
- B. Collaborate to build professional community through dialogue and reflection.
- C. Identify and develop professional attributes that promote strategic, instructional, organizational, political, and community leadership in art education at the local, state and national levels.
- D. Integrate the core values of the NAEA to support professional growth, change and leadership through: mentoring, networking and collaborating, participating in art education conferences, developing and disseminating exemplary resources on art education, building a professional community by contributing our time and talents to others and valuing our diversity and committing ourselves to equity
- E. Create a proposal for innovation and change in response to the NAEA Strategic Plan “Advancing Art Education 2007-2010” that identifies the following priorities: learning, community, advocacy, research and knowledge.
- F. Share research by writing articles for publication and proposals for conference presentation of findings to the profession and related fields.
- G. Craft a template/working portfolio in preparation for possible NBPTS certification art education

Relationship of EDCI597 to NBPTS and ASTL Propositions

Advanced Strategies and Curricular Innovations in Visual Arts (EDCI597) provides the opportunity for synthesis of the ASTL Program’s development of (a) art teacher-leaders who practice reflection through action research, problem-based learning, and self-inquiry, and (b) art teacher expertise in an area of choice that identifies the teacher as a potential leader in art education.

EDCI597 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*. Specifically, this course is aligned with Proposition 4: *Teachers think systematically about their practice and learn from experience*, and Proposition 5: *Teachers are members of learning communities*. Furthermore, EDCI597 is also aligned with an additional proposition that guides the ASTL Core: *Teachers are change agents, teacher leaders, and partners with colleagues*.

COURSE FORMAT:

Focusing on strategies for reflection and leadership in the field of art education, this seminar will involve mini-lectures, videos, field trips, interactive discussion of readings and hands-on learning experiences. The instructors will be available for in-person or phone consultations to complement the support from your peer students. Topics relate to the value and application of prior learning experiences, the means of transferring theory into practice, curriculum design process, instructional strategy models, review of leadership opportunities, and effective proposal implementation.

III. COURSE REQUIREMENTS

1. Active participation (10%)

Attend each class session and arrive on time.
Participate fully in activities and discussions.
Conduct independent research to inform understanding of course related topics.
Type all written assignments.
Complete and submit all assignments by the due date.

2. Art Education Portfolio Journal (60%)

Three experiences building on work from art museum visit, Art21 project, and Smithsonian Folk Life Festival.
Design innovative curriculum model for specific teaching assignments
Develop a unit outline based on the curriculum model
Document effective instructional strategies for curriculum implementation
Compile actual and/or digital resources related to curriculum model
Demonstrate project in class for workshopping
Finalize a working portfolio template in preparation for possible NBPTS certification in art education

3. Art Education Proposal: Paths to Innovation and Change (30%)

Create a proposal that outlines a plan for promoting innovation and change in art education practice for the 21st century. Consider addressing priorities identified in the NAEA Strategic Plan “Advancing Art Education 2007-2010” including Learning, Community, Advocacy, Research and Knowledge. Draw upon your research, knowledge, and experience to articulate your theory, draft curricular revisions, and develop new instructional practices that incorporate emerging theories and approaches to advance visual art education in the 21st century. The proposal must include a description of a vehicle for dissemination such as: an article for an art education publication, a conference presentation, a teacher-training workshop, a grant application, or a community arts organization presentation.

IV. EVALUATION

Criteria for Evaluation:

- Willingness to participate and make a contribution to the group process. *You are expected to check your email account often and respond on Blackboard.*
- Preparation for class i.e., has completed assignments and read the material--has thought about it, is present and ready to talk about it.
- Grasp of content and quality of thought evident in visual and written assignments and class participation, i.e., the capacity to make connections and to exercise critical and analytical skills.

- A sense of craft as evident in all assignments, reflected by organization of material, fullness of information, accuracy, and resourcefulness. *The GMU Honor Code will be strictly enforced.*
- Overall quality of work.

Grades reflect student achievement in the course, as follows:

A+/A/A- represents outstanding and consistent performance;
B+/B/B- represents above average performance with some room for growth, improvement or greater consistency;
C represents unsatisfactory performance

Course Policies:

Attendance and punctuality are primary. Absenteeism, tardiness, and inability to meet due dates for work will diminish grades. Students are encouraged to develop a working relationship with the instructors, take direction, and initiate contact whenever there are questions, concerns, or developments that would affect one's preparedness or success in completing the work of the course.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Meeting Dates

Note: Updated detailed course schedule with assignments can be viewed on course website.

Date	Meeting Time
Tuesday June 7	Regular class session 5-9 PM
Sunday June 12	D.C. Art Museum meeting day 11-6 PM
Tuesday June 14	Regular class session 5-9 PM
Dr. Sheridan out of town June 16-28	
Thursday June 30	Regular class session 5-9 PM
Tuesday July 5	Regular class session 5-9
Thursday July 7	Regular class session 5-9 PM
Sunday July 10	Smithsonian Folk life festival session 11-6
Dr. Sheridan out of town	
Tuesday July 19	Regular class session 5-9 PM
Thursday July 21	Final class session 5-9 PM

COURSE READINGS

Course readings include **required textbooks, class handouts, e-reserves and websites.**

Required Textbooks:

Stewart, M. G. and Walker, S.R. (2005) *Rethinking curriculum in art.* (Art Education in Practice Series), Worcester, MA: Davis Publications, Inc. ISBN: 87192-692-X