



AED 4XX Researching Technology for K-12 Art Education

Course Overview:

Research and writing in art education, providing opportunities for art education seniors to research technology application in school systems in general and art classrooms in particular.

- **Targeted material**
Develop research and writing skills on the topic of technology in art education
Students explore theory of technology in art education, using University electronic databases and consider web-based media sources in producing a written review of the literature on and about various technologies and virtual applications in the art classroom.
- **Issues & topics**
Exploration of teacher knowledge expectations in using various technologies for finding and archiving classroom resources (i.e., E-portfolio), presentation of course content, assessing and documenting student learning outcomes (various platforms used in K-12 schools), communication tools, as well as technology as an art medium in the art curriculum are major components of this course.
- **Description of pedagogical techniques**
Through interactive teaching/learning, this course will be presented using a blended format, encouraging students to participate in constructivist learning using technology to learn about the implementation of technology in the art curriculum and application in school districts . Socratic discussion, web-surfing and reporting, lecture/demo of various platforms and applications (guest artists and instructors will be asked to participate based on expertise), library personnel will be asked to demonstrate electronic search techniques. Task-stream demonstration and training will be included in this course.
Peer review of writing (in class and through the UMD writing center)
Word tracking tools for editing
- **Assignments**
 1. Conduct extensive search of the literature in Art Education and related fields based on applications and usage of technology as an art medium, a vehicle for knowledge discover and construction, and as a communication system.
 2. Document search in the form of an Annotated Bibliography of resources.
 3. Learn and apply conventions of the writing manual of the American Psychological Association (APA) 6th edition – standard for the field of Art Education.
 4. Use various technology platforms and applications to create a minimum of three art pieces and lesson plan objectives/procedures based on the artwork.
 5. Write a 10-15 page literature review as a culminating exercise in the course.
 6. Use a technology application/platform of your choice (i.e., Powerpoint, iPhoto, iVideo, youtube, Second Life, etc.) to create and present a an overview of literature review and art process/product and lesson plan concepts based your technology assisted/created artwork.

7. Upload your documents to Task-stream.
8. Work collaboratively (as a mock K-12 school faculty) to create student E-portfolios for K-12 students and electronic assessment instrument(s).

Learning Outcomes:

Course---

- 1) Theoretical literature review – technology, virtual applications
 - a. Electronic literature search
 - b. Rules of APA – online access to APA resources
 - c. Plagiarism, copyright, , SafeAssign
- 2) Teacher web-site
- 3) Explore
 - a. Photoshop-Gimp
 - b. Video editing software
 - c. Visual culture and technology
 - d. Technology as art-making resource
 - e. Technology as display/critique resource
 - f. Virtual museum
- 4) Students learn about research and technology incorporating low stakes writing memos (annotated bibliography pre-writing exercise), literature review drafts (pre-writing organizational strategies) and editing, designing lesson plan objectives and ideas based on implementing media in technology, final 10-15 page literature review. (see ch. 4 in Inquiry in Action).
- 5) Faculty feedback- through tracked copy using mycourses platform, peer editing with faculty review, multiple draft editing reflects expectation of on-going development and best practice
- 6) Writing assignments account for 55% of course grade (10% annotated bibliography/15% literature review draft/30% final literature review)

Department of Elementary and Secondary Education Professional Teaching Standards:

- A: Plans curriculum and instructions
- B: Delivers effective instruction
- C: Manages classroom climate and operations
- D: Promotes Equity
- E: Meets Professional Responsibilities

University Studies Learning Outcomes:

C. Intermediate Writing

After completing this course, students will be able to:

1. Read with comprehension and critically interpret and evaluate written work in discipline-specific contexts.
2. Demonstrate rhetorically effective, discipline-specific writing for appropriate audiences.
3. Demonstrate, at an advanced level of competence, use of discipline-specific control of language, modes of development and formal conventions.
4. Demonstrate intermediate information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.

Examples of Texts and/or Assigned Readings:

Ferneding, K. (2007). Understanding the message of the medium: Media technologies as an aesthetic. In L. Bresler (Ed). International handbook of research in arts education (pp. 1331-1352). Dordrecht, The Netherlands: Springer Publications

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association. ISBN: 1-55798-791-2 (paper back)

Snyder, I. & Bulfin, S. (2007). Digital literacy: What it means for arts education. In L. Bresler (Ed). International handbook of research in arts education (pp. 1297-1310). Dordrecht, The Netherlands: Springer Publications

Miraglia, K. M., (in press). In the beginning: What do I need to know? In Miraglia, K. M. & Smilan, C. (Eds.). *Inquiry in action: Paradigms, methodologies, and perspectives in art education research*. Reston, VA: NAEA.

Montgomery, K. & Wiley, D. (2008). Building e-portfolios using powerpoint: A guide for educators (2nd edition). Thousand Oaks, CA: Sage Publications.

Smilan, C. (in press). Search and review of the literature. In Miraglia, K. M. & Smilan, C. (Eds.). *Inquiry in action: Paradigms, methodologies, and perspectives in art education research*. Reston, VA: NAEA.

Webster, P. (2007). Knowledge, skills attitudes, and values: Technology and its role in arts education. In L. Bresler (Ed). International handbook of research in arts education (pp. 1293-1296). Dordrecht, The Netherlands: Springer Publications.

Wilkes, J., Cutcher, A., & Wilkes, S. (2012). Digital technology in the visual arts classroom: An [un]easy partnership. *Studies in Art Education*, 54(1), 54-65.

Example Assignments:

Table 1: Course Assignments and Grading

TASK with description	% grade	Due Date
1. Annotated Bibliography of 8 articles/texts for literature review	10%	
2. APA quiz	5%	
3. Studio art (3 completed examples using various technology-based applications) with lesson plan concepts for each—include: Mass Visual Arts Standards/specific learning objectives taught through each lesson/procedures used in your own artmaking (this is what you will teach students)	15%	
4. Task-stream /Teacher website—making course learning visible- upload each assignment to your own teacher web	5%	



5. Assessment design: E-portfolio of student work / Excel sheet for semester grading of k-12 –sample report cards and progress reports to admin and parents)	10%	
6. Literature Review Draft	15%	
7. Final Presentation [powerpoint, ivideo, or other technology based format]	10%	
8. Final Draft of Literature Review	50%	

*Weekly participation in face-to-face, online classes, and external editing through UMD writing center is mandatory. Students will not be able to pass this course without weekly participation. This is an intensive writing course that satisfies the Intermediate Writing General Education Requirement. Assignments are designed to build upon one another. Completing assignments by due dates will ensure your successful completion of the high-stakes writing assignment (literature review) in this course.

Safe Assign will be used to check for plagiarism in this course. A link will be created on the mycourses page. It is highly recommended that students check their work using safeassign before submitting to their professor. The following is an excerpt from the UMassDartmouth policy regarding use of safe assign and plagiarism.

“ As a condition of continued enrollment in this course, you agree to submit all assignments to the SafeAssign services for textual comparison or originality review for the detection of possible plagiarism. All submitted assignments will be included in the UMass Dartmouth dedicated databases of SafeAssign assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process and during this term and in the future. Students who do not submit their papers electronically to the selected service will be required to submit copies of the cover page and first cited page of each source listed in the bibliography with the final paper in order to receive a grade on the assignment.”

Sample Course Outline:

Week 1: Course Overview

Selected readings and discussion

Demonstration of Annotated Bibliography

In-class writing –annotated bibliography of selected reading

Week 2: Library visit (virtual or real)

Overview of search and retrieval process

Exercises in search and retrieval

Assignment: Find 5 articles of technology in Art Education

HW: find an additional 5 articles – write an annotated bibliography for minimum 8 articles on your topic.

Week 3: Developing Inquiry Questions from your reading. Read Miraglia, K. M. In the beginning: What do I need to know? Lecture/guided discussion of reading.

Collaborative Learning work on developing inquiry questions.

APA overview and assignment

Citation/plagarism

HW- APA online tutorial and assessment
Graded Assignment Due: Annotated Bibliography

Week 4: Presentation of Task-stream

E-portfolio presentation

PPT presentation of components of the literature review.

HW: portfolio)

Read Smilan, C. Search and Review in Inquiry in Action

Assigned Articles on technology in Art Education

Week 5: Guest artist presentations (various studio applications using technology)

In class exploration of platforms/applications

HW: continue art processing-document using task-stream/e-portfolio

Week 6: Guest presentation cont. (various studio applications using technology)

Continue art processes and lesson plan design

Continue work on literature review organization and draft

Week 7: Guest presentations cont. (various studio applications using technology)

****Schedule meeting with UMD writing center to review your work outside of class**

Continue art processes

Continue work on literature review organization and draft

Week 8: Electronic peer-review of literature draft

**** Students are encouraged to check for unintentional plagiarism, using SafeAssign services through the UMD library online.**

Week 9: Literature Review Draft due to professor

Admin / teacher guest seminar—technology in use in the UMD K-12 service area (TBA)

Work as Mock K-12 faculty on school wide electronic communication documents / website/ assessment instruments

Week 10: APA Quiz

Professor edits returned. Individual meetings and continued revision

Week 11: Small group peer edits of literature review drafts

Continue work on artwork- upload images and writing drafts to task-stream

Week 12: Final preparations for presentations of art pieces, lesson plan and Lit Review.

Q and A on literature review lingering issues

Week 13: Final e-presentations

(half class-group A)

Week 14: Final e-presentations (half class-group B) / Final papers due (all students)

Scoring Rubric for AED 4XX: Literature Review

Student Name:

1	Paper Margins/spacing	See UMD + CVPA manual/ sample front matter	/2
2	Introduction	Introduces YOUR inquiry question and search, briefly describes process purpose.	/10
5	Literature Review-content	Content of literature review addresses multiple aspects of your topic.	/15
		Literature is current.	/10
		Seminal theory is also cited	/5
		Authors' ideas interwoven by topic (not summarized by article in discrete paras).	/15
		Limit quotes to one per page.	/5
		Suggested revision addressed as per professor edits	/15
6	Literature Review Headings	Your paper should have correct heading levels that guide the reader through your thought process. 1 st , 2 nd , 3 rd and possibly 4 th level headings should be in correct APA format and illustrate your narrative in a glance. The headings and their hierarchical structure, give the reader has a accurate road map of your topic discussion.	/8
8	References	All listed and correctly cited	/7
9	APA	Parenthetical citations correct /APA 6 th ed.	/2
		Line spacing/font/size/spelling/grammar	/2
		No Vague Pronouns/ (it, the, that)	/2
		Quotes –primary/sec. sources correctly cited	/2
	Name:		
		TOTAL	/100