ARTS4361
Art Development I
Stephen F. Austin State University

Fall 2021
Monday & Wednesday 8 a.m. to 10:40 a.m.

Instructor: Bill Nieberding Ph.D.
Office Hours: Monday & Wednesday
11 a.m. -1 p.m. & by appointment

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Catalogue Course Description: 4361-Art Education IV – three semester hours. This course examines the use of technologies as they are applied in art creation and art classroom management. Topics covered include classroom management platforms, social media platforms, digital media as applied to photography, video, graphic design, and other art media.

Credit Hour Justification:
ARTS 4361 (3 credits) is a studio course designed to prepare students for an art education career through the in-depth exploration of technology in art education. In-class and out of class hours will be spent exploring technology as both an integral part of contemporary art-making practice and as a platform for the delivery of art educational experiences. Students typically have significant weekly reading, research, and writing assignments in addition to hands-on art making assignments. Students are expected spend numerous hours completing this coursework outside of class meeting hours. These activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.

Major Topics:
  a. Approaches to art teaching and lesson-plan writing in a technology rich environment
  b. Art TEKS and National Art Standards as applied to teaching technology
  c. Effective use of electronic delivery methods for teaching art
d. Digital art media: how to make art and lesson planning  
e. Arts integrated curriculum  
f. Social justice arts education  
g. Preparation for the Art EC-12 exam, and elements of edTPA

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-12)

Texas State Standards and InTASC standards are cross-referenced following the PPR standards in bold type.

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Students completing the course will know:
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS); TS3Ci Teachers teach both the key content knowledge and the key skills of the discipline. InTASC 4n; 5g; 7g  
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues; InTASC 4b; 4c; 4r; 4p; 5b; 5i; 5j  
1.11k current research on best pedagogical practices. TS3Aiii Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline. InTASC 4o.  
1.13k the importance of developing instructional goals and objectives that can be assessed; TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement. InTASC 4r; 6r; 7p  
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs TS 1D(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals. InTASC 2g; 2h; 2i; 4m; 7b; 7g; 7j; 7n; 7q; 8k; 8p; 10j  
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning; InTASC 4i; 4l; 5c; 5p; 7k; 7m; 7g; 8n; 8o; 8r; 10g  
1.17k the importance of knowing when to integrate technology into instruction and assessment InTASC 3g; 3h; 3m; 4g; 5l; 7k; 8n  
1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs. InTASC 5p  
1.19k the importance of designing instruction that reflects the TEKS; InTASC 9a  
1.20k features of instruction that maximize students’ thinking skills;  
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence InTASC 7c  
1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning InTASC 3g; 3h; 3m; 5l; 8o; 8q; 8r; 10g  
1.23k the benefits of designing instruction that integrates content across disciplines; TS3Cii Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences. InTASC 5a; 5b; 5q; 5r; 7h  
1.25k the role of assessment in guiding instructional planning; InTASC 1a; 6a; 6e; 6f; 6g; 6j; 6k; 7d; 7m; 9i  
1.26k the importance of creating assessments that are congruent with instructional goals and objectives; InTASC 6b; 6r; 7f+A38:R46  
1.28k the role of technology in assessing student learning; InTASC 5f; 8r  
1.29k the benefits of and strategies for promoting student self-assessment;  

Students completing the course will be able to:
1.1s plan lessons that reflect an understanding of students’ developmental characteristics and needs; TS1Bi Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates student to learn. InTASC 1e; 1h; 2a  
1.4s plan instruction that motivates students to want to learn and achieve; and  
1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; TS3Bi Teachers organize curriculum to facilitate student understanding of the subject matter.  
1.7s exhibit appropriate knowledge of a subject to promote student learning; TS1Aii Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes. InTASC 4h  
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content; TS3Bii Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions. InTASC 4e; 4k; 1i  
1.10s plan instruction that makes connections within the discipline and across other disciplines; TS1Ei Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary and cross-disciplinary knowledge to real-world problems. InTASC 4d; 5b
1.11s use a variety of pedagogical techniques to convey information and teach Skills TS3Biii Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners. InTASC4a
1.16s use various types of materials and other resources to aid in preparing and implementing instruction TS1Ciii Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts. InTASC 2f; 4f; 4g; 4i; 5c; 5p; 7k; 7m; 8n
1.17s use technological tools to promote learning and expand instructional options; and
1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students’ learning opportunities
1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS; TS1Bii Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students. InTASC 4a
1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning TS1Biii Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives. InTASC 6o; 6p; 6t
1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence

Students completing the course will know:
2.4k the importance of communicating enthusiasm for learning
2.5k the necessity of communicating teacher expectations for student learning. InTASC 2l

Students completing the course will be able to:
2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning; TS1Di Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction. InTASC 3k
2.21s respect students’ rights and dignity. InTASC 3k

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback

Students completing the course will know:
3.1k the importance of clear, accurate communication in the teaching and learning process; InTASC 3l; 5e; 5n
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts; InTASC 3f; 5n; 8m; 8q
3.3k spoken and written language that is appropriate to students’ age, interests, and background;
3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions; InTASC 3q; 3r; 8i
3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;
3.6k how to present content to students in relevant and meaningful ways
3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding; InTASC 5d; 5m
3.9k strategies and techniques for using instructional groupings to promote student learning;
3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and
3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process

Students completing the course will be able to:
3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher’s commitment to students;
3.7s create lessons with a clearly defined structure around which activities are organized;
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively; TS1Eiii Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
3.10s represent content effectively and in ways that link with students’ prior knowledge and experience; 3.13s engage students intellectually by teaching meaningful content in ways that promote all students’ active and invested participation in the learning process; and 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific; **Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.** 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

### Code of Ethics and Standard Practices for Texas Educators

**Students completing the course will know:**

1) **Professional Ethical Conduct, Practices and Performance.**

   - (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
   - (B) **Standard 1.2.** The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
   - (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
   - (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
   - (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
   - (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
   - (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
   - (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
   - (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
   - (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
   - (K) **Standard 1.11.** The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
   - (L) **Standard 1.12.** The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
   - (M) **Standard 1.13.** The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2) **Ethical Conduct Toward Professional Colleagues.**

   - (A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
   - (B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.
   - (C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
   - (D) **Standard 2.4.** The educator shall not interfere with a colleague’s exercise of political, professional, or citizenship rights and responsibilities.
   - (E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
   - (F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
   - (G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
   - (H) **Standard 2.8.** The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3) **Ethical Conduct Toward Students.**

   - (A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
   - (B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
   - (C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly, or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Program Learning Outcomes related to Texas SBEC Standards:

**Texas Art Standards**

**Art Standard I:** The art teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

**Students completing the course will know:**

1.1k how perception is developed through observation, prior knowledge, beliefs, cognitive processes, and multisensory experiences;

1.2k how experience, imagination, and perception of natural and human-made environments are used as sources for artistic creation;

1.3k the meaning of and terminology for the elements of art (i.e., color, texture, shape, form, line, space, value) and the relationships among elements of art;

1.4k the meaning of and terminology for the principles of art (i.e., emphasis, contrast, pattern, rhythm, balance, proportion, unity) and the relationships among principles of art;

1.5k how the use of the senses helps gather information from the environment.

1.6k all content specified for teachers in grades EC–4; and

1.7k how critical thinking and creative problem solving are applied in perceiving artworks.

1.8k all content specified for teachers in grades EC–8;

**Students completing the course will be able to:**

1.1s assist students in learning to deepen and expand their ability to perceive and reflect on the environment;

1.2s use the terminology for art elements and principles in exploring artistic perception;

1.3s analyze art elements and principles and their relationships to each other

1.4s construct art lessons that foster creative thinking and problem solving;

1.5s demonstrate and encourage observation and reflection on life experiences for use in the creation of art;

1.6s plan lessons that help students use art to explore, express, and reflect upon their perceptions;

1.9s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;

1.11s make subtle discriminations in analyzing visual relationships and content in works of art;

1.13s make subtle discriminations in analyzing visual relationships and content in works of art;

1.14s analyze how visual qualities express the meaning of images and symbols, using precise vocabulary; and

1.15s plan and offer opportunities for students to solve problems and create multiple solutions in art.
Art Standard II: The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

**Students completing the course will know:**

- 2.2k the qualities and uses of the various media used to produce artworks;
- 2.3k how the elements and principles of art are used in the creation of works of art in various media;
- 2.4k the techniques used to produce quality artworks in various media, including drawing, painting, printmaking, construction, ceramics, fiberart, and electronic media,*
- 2.5k ways in which ideas (e.g., personal, social, political) are expressed through works of art in various media;
- 2.6k the difference between “copy art” and original art; and
- 2.7k how to use experience, observation, memory, and imagination as sources for ideas for works of art in various media.
- 2.9k the principles of composition and design as applied to works of art in various media;
- 2.10k relationships among the various visual arts; and
- 2.11k techniques used to produce artworks using sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media.
- 2.13k how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.

**Students completing the course will be able to:**

- 2.1s how visual literacy (e.g., knowledge of art elements and principles, of art of different eras and cultures, and of diverse purposes and uses of art) contributes to the creation of original works of art in various media.
- 2.2s demonstrate the application of art elements and principles in composing art in various media;
- 2.3s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;
- 2.5s articulate and demonstrate the difference between “copy art” and original works of art;
- 2.6s demonstrate critical and creative thinking as applied to the creation of works of art in various media; and
- 2.7s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;
- 2.8s apply all skills specified for teachers in grades EC–4, using content and contexts appropriate for grades 4–8;
- 2.9s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;
- 2.10s describe, model, and provide examples of the range of expression available through various art media;
- 2.11s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art;
- 2.13s describe, model, and provide examples of the range of expression available through various art media;
- 2.14s demonstrate and instruct students in techniques used for sculpture (e.g., additive, subtractive, installation, jewelry), photography, and advanced electronic media-generated art;
- 2.15s help students use various resources in ways that are relevant to students’ ideas, experiences, knowledge, and feelings;
- 2.16s demonstrate the safe and appropriate use of art materials/equipment.
- 2.17s analyze how electronic media and technologies have influenced art;
- 2.18s analyze and demonstrate relationships between technology and art;
- 2.19s identify vocational and avocational opportunities in art and the use of art skills in various jobs; and
- 2.20s analyze and illustrate the connections among the visual arts; and
- 2.21s analyze the influence of contemporary cultures on artworks.

Art Standard III: The art teacher understands and promotes students’ appreciation of art histories and diverse cultures.

**Students completing the course will know:**

- 3.3k why cultures create and use art;
- 3.5k careers in the arts;
- 3.8k the effects that political, economic, and cultural conditions may have on a society’s art;
- 3.9k the effects of technological advances on art; and
- 3.10k the skills and training needed to pursue various careers in art.
- 3.13k the value of art to the individual and to society.

**Students completing the course will be able to:**

- 3.3s describe the main idea in works of art from various periods and cultures;
- 3.4s describe the role of art in everyday life;
- 3.5s describe the role of art in storytelling and documenting history;
- 3.7s describe the role of art in different careers;
- 3.13s analyze how electronic media and technologies have influenced art;
- 3.15s analyze and demonstrate relationships between technology and art;
- 3.16s identify vocational and avocational opportunities in art and the use of art skills in various jobs; and
- 3.19s explain historical and contemporary trends and movements in art;
- 3.20s analyze and illustrate the connections among the visual arts; and
- 3.21s analyze the influence of contemporary cultures on artworks.

Art Standard IV: The art teacher understands and conveys the skills necessary for analyzing, interpreting, and evaluating works of art and is able to help students make informed judgments about personal artworks and those of others.
Students completing the course will know:

4.5k how to analyze, interpret, and evaluate works of art, including art of various eras and cultures;
4.6k multiple models for critiquing one’s own artworks and those of others; and
4.7k the elements of and purposes for student portfolios.

Students completing the course will be able to:

4.2s assist students in identifying and describing their criteria for understanding the meaning or main idea in artworks.
4.4s assist students in developing the skills necessary to evaluate and make informed judgments about their own and others’ artworks;
4.5s interpret the content or meaning of art, both representational and abstract;
4.6s provide students with various models that may be used to develop a portfolio of their work
4.7s demonstrate a variety of multisensory, verbal, and written responses to art.
4.9s use various theories in analyzing and evaluating works of art;
4.10s analyze relationships of the visual arts to the other arts and to other aspects of human endeavor;
4.14s assist students in recognizing art’s power to influence.

Standard V: The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age appropriate art instruction and assessment.

Students completing the course will know:

5.1k how to use district curricula and the Texas Essential Knowledge and Skills (TEKS) to plan instruction in art; how to plan,
5.2k implement, and evaluate instruction in art;
5.3k various curriculum models for art;
5.4k stages of children’s intellectual, social, emotional, and physical development and how these apply to learning in art
5.5k strategies for teaching art to children with a variety of special needs;
5.6k strategies that students with diverse strengths and needs can use to determine word meaning in content-related texts;
5.7k strategies that students with diverse strengths and needs can use to develop content-area vocabulary
5.8k strategies that students with diverse strengths and needs can use to facilitate comprehension before, during, and after reading content-related texts;
5.9k methods and purposes of various kinds of assessment in art (e.g., formative, summative, performance); and
5.10k management and instructional strategies for the efficient and safe utilization of art materials, equipment, and facilities.

Students completing the course will be able to:

5.1s evaluate and assess curricula and instruction in art
5.2s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly;
5.3s assess the skills and abilities of individual students in using the techniques of art and plan instruction accordingly
5.4s manage the safe and efficient use of art materials, art processes, and studio space, and instruct students in the safe use of art materials and equipment;
5.5s monitor and encourage the growth of students’ thinking in art, including students’ use of metacognitive skills
5.7s teach students how to locate, retrieve, and retain content-related information from a range of texts and technologies;
5.8s teach students how to locate the meanings and pronunciations of unfamiliar content-related words using appropriate sources, such as dictionaries, thesauruses, and glossaries;
5.9s use instructional and communication technologies to enhance learning;
5.10s engage in professional development in art and maintain familiarity with current research on teaching in art.
5.11s communicate effectively with other staff, parents/caregivers, and the community about the art program.

Program Learning Outcomes: EC-12 Technology Applications Standards:
Cross-referenced to ISTE Standards

Students completing the course will know:

1.1k how to use innovative technology and electronic communication to create new knowledge;

ISTE

5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.
5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.
6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

1.2 k how to use prior knowledge to develop new ideas, products, and processes;

ISTE
5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

1.3 k how to demonstrate creative thinking, construct new knowledge, and develop innovative products and processes that use technology;

ISTE
5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.1k how to design and format digital information for appropriate and effective communication;

ISTE
2a LEADER Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.

5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7c ANALYST Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

2.2k how to deliver a product electronically in a variety of media;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

2.4k how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.

ISTE
3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.

6.2k how to use software applications, including selecting and using software for a defined task;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.4k how to apply basic design principles.

ISTE
5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

Students completing the course will be able to:

1.4s apply prior knowledge to develop new ideas, products, and processes;

ISTE
5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
7a ANALYST Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

2.2s participate in electronic communities as a learner, initiator, and contributor;

ISTE
1b LEARNER Pursue professional interest by creating and actively participating in local and global learning networks.
2a LEADER Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

2.3s employ technological collaboration such as sharing information through online communications to complete tasks;

ISTE
4c COLLABORATOR Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

2.4s use groupware, collaborative software, and productivity tools to create products;

ISTE
4c COLLABORATOR Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

2.5s use technology in self-directed activities to create products for and share products with defined audiences;

ISTE
4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
4b COLLABORATOR Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
4c COLLABORATOR Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
4d COLLABORATOR Demonstrate cultural competency when communicating with students, parents, and colleagues and interact with them as co-collaborators in student learning.
5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.

6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission;

ISTE
7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.

2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences;

ISTE
5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.8s use a variety of media, formats, devices, and virtual environments to select, store, and deliver products;

ISTE
6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences;

ISTE
5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
5b DESIGNER Design authentic learning activities that align with content area standards and use digital tool sand resources to maximize active, deep learning.
6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

4.7s transfer current knowledge to the learning of newly encountered technologies;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

4.8s evaluate the appropriateness of a digital tool to achieve the desired product;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.7s use and understand technology terminology appropriate to the task;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.8s perform basic software application functions, including but not limited to opening an application program and creating, modifying, printing, and saving documents;

ISTE
2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.9s apply techniques and available resources (such as online help and knowledge bases) to troubleshoot minor technical problems with hardware and software;

ISTE

4b COLLABORATOR Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

6.10s evaluate and select technology tools based on licensing, application, and support;

ISTE

2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.12s use a variety of input and storage devices such as mouse/track pad, keyboard, microphone, digital camera, digital voice recorder, scanner, disk/disc, modem, and controller;

ISTE

2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.15s identify, create, and use files in various appropriate formats such as text, bitmapped/vector and raster graphics, image, video, and audio files;

ISTE

2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.22s integrate two or more technology tools to create a new digital project;

ISTE

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

6.23s differentiate between and demonstrate the appropriate use of a variety of graphic tools found in draw and paint applications and photo editing software;

ISTE

2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

6.25s use a variety of media, formats, devices, and virtual environments to select and store products;

ISTE

3d CITIZEN Model and promote management of personal data and digital identity and protect student data privacy.

6.29s evaluate products for relevance to the assignment or task;

ISTE

2c LEADER Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

7.7s create project-based learning activities that integrate the Technology Applications TEKS into the curriculum and meet the Technology Applications TEKS benchmarks;

ISTE

4a COLLABORATOR Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6a FACILITATOR Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

6b FACILITATOR Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

6c FACILITATOR Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.

6d FACILITATOR Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7.9s select and use developmentally appropriate instructional practices, activities, and materials to improve student learning of the Technology Applications TEKS;

ISTE

5a DESIGNER Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

5b DESIGNER Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

5c DESIGNER Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

7.13s use technology tools to perform administrative tasks such as taking attendance, maintaining grade books, and facilitating communication;

ISTE

1a LEARNER Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

7.14s use formal and informal assessment methods to evaluate appropriately students’ projects and portfolios;

ISTE

7b ANALYST Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
**Student Learning Outcomes:**

1. Students will demonstrate ability to read and respond to current texts relating to art educational issues in elementary and high school contexts through class discussions and lesson development.
2. Students will demonstrate understanding of the Texas art Teks and the National Visual Arts Standards, and approaches to teaching art in a technology-rich environment.
3. Students will explore sources of inspiration for K-12 art making, and digital applications for making art.
4. Students will learn effective electronic delivery methods for teaching art.
5. Students will learn to make and teach about digital art portfolios.
6. Students will develop collaborative artmaking skills in online environments.
7. Students will make connections between art history and contemporary digital artmaking practices.
8. Students will prepare for the Art EC-12 content exam.

**Required Texts:**

1. All readings will be posted to D2L website for this course or provided in class.

**Readings:**

All students are expected to have completed all reading assignments for the day that they are due. Class participation in discussions of the readings is required and worksheets and/or quizzes may be used to test reading comprehension.

**Important Student Responsibilities & Course Policies**

1. **D2L** All course information will be posted on the D2L course website, it is your responsibility to retrieve and refer to the files. Please inform the instructor if you have any difficulties posting or retrieving any files. Some projects will be submitted via D2L. **EVERY submission to the D2L dropbox generates an e-mail receipt. IT IS YOUR RESPONSIBILITY TO KEEP THOSE RECEIPTS!** If you do not receive a receipt for a submission, it is your responsibility to e-mail the instructor BEFORE the project deadline about the problem. **Internet connectivity problems, or problems with D2L ARE NOT acceptable excuses for late work.**

2. **Attendance** Absences may negatively affect your grade. Students are allowed 3 absences over the course of the semester with no penalty. **For each absence after three, students will lose 5 percentage points from their final course grade.** A student can fail this course due to poor attendance. Illness or family emergency BEYOND the three excused absences WILL COUNT AGAINST YOUR GRADE. Students experiencing extended illnesses, personal or family emergencies should
make contact with the instructor as soon as possible and meet with the instructor immediately upon return. Documentation of illness or emergency in such cases will be required!

3. **Tardiness**: attendance will be taken during the first 5 minutes of class. Anyone not in class by that time will be counted as tardy. Three (3) incidents of unexcused tardiness and/or leaving class early equal one unexcused absence.

4. **Perfect Attendance**: Students who are in class and sign the roll every day will receive an additional 5 percentage points added to their course grade.

5. **Guidelines for Class Discussions**: Students are expected and encouraged to share ideas and thoughts in an open forum in the class discussions. All student contributions will be acknowledged and responded to respectfully and thoughtfully by the instructor and classmates. Students are expected to use appropriate terms and language within all course discussion. Divergent beliefs and worldviews are encouraged and may be shared. Respect for these differences will be maintained within the classroom.

6. **Late Assignments**: Assignment grades are reduced by 10% for every weekday an assignment has not been handed in after the assigned due date. Written assignments cannot be handed in as email attachments unless a student has received the instructor’s prior approval. Late projects or anything that cannot be submitted electronically can be handed in at the beginning of class on scheduled class days, or during office hours.

7. **Email**: Email is used as a means of communicating with students about the course. **Email will be sent through D2L**. It is the student’s responsibility to check D2L e-mail or forward emails to an account that he/she checks regularly.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or
invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to
judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Major Projects:

**Contemporary Artists**

**In-class presentation**

Students will research a contemporary artist whose medium may be technology-based and present on their life, career and art work to the class including:

1. The Big Ideas and sources of inspiration explored in their art
2. The medium the artist uses
3. Connections between their art and the history of art/media

Students will present using PowerPoint, pdf, Prezi or similar electronic media.

**Digital Media/Visual Culture in Art Education**

**Project/Lesson Plan**

Digital Art & Everyday Life: Students will apply digital artmaking to explore visual culture in art, consider art careers and applications in everyday life. Students will prepare a lesson plan in which kids would explore the use of digital media in everyday life.

1. Projects may include:
   a. Photography and photo editing for advertising
   b. Creating a video tutorial
   c. Creating an emoji to communicate an idea or emotion
   d. Creating a typeface or a company logo
   e. Drawing and animating a gif to communicate an idea
   f. Augmented reality
   g. Creating video-game art

2. Minimum requirements for Lesson Plan include:
   a. Essential question to guide kids’ learning
   b. Clear description of assignment
   c. Research or project work exploring career connections
   d. Tutorial for teaching digital media (presented in class or on video)
   e. Modifications for differently abled learners
   f. Assessment plan
   g. Example of successful project
**Virtual Classrooms**

**Project/Lesson Plan**

Students will create a virtual classroom environment using Google Classroom including:

1. Introduction to a course assignment
2. Clear instructions including:
   a. starting and completing the project- delivered as pre-recorded video
   b. assessment plan and criteria for the kids’ projects
   c. example of successful project
   d. safety and clean-up instructions
3. A drop box for kids to turn-in the project
4. A grading area
5. Space for offering feedback on kids’ art project
   a. Ideally completed via Zoom or other video chat

**Integrated Curriculum**

**Project/Lesson Plan**

Students will design and artmaking project to explore the content of another subject area, and create an artwork to explore the idea. Students will prepare a lesson plan in which artmaking and the other school subject area are inextricably intertwined.

1. Projects options will be explored during class
2. Minimum requirements for Lesson Plan include:
   a. Essential questions to guide kids’ learning
   b. Clear description of assignment
   c. Evolving objectives in both art and the subject area
   d. Clear connections between art and the subject area
   e. Modifications for differently abled learners
   f. Assessment plan

**Social Justice Art Education**

**Project/Lesson Plan**

Students will research an artist, movement or artmaking practice that explores social justice, and create an artwork and a lesson plan to further investigate these ideas.

1. Projects options will be explored during class
2. Minimum requirements for Lesson Plan include:
   a. Essential question to guide kids’ learning
   b. Clear description of assignment
   c. Tutorial for teaching the artmaking process (presented in class or on video)
d. Clear connections to a social justice concept
e. Modifications for differently abled learners
f. Assessment plan

**Digital Teaching Portfolio Project**

Students will create an electronic teaching portfolio that will include:

1. Resume
2. Teaching philosophy
3. Images of student art they have supervised the creation of
4. One or more lesson plans
5. Personal artwork examples both digital and traditional media
6. Assessment plans and/or rubrics

**Grade Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework, Reading Assignments &amp; career quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Contemporary Artist Presentation &amp; Lesson plans</td>
<td>15%</td>
</tr>
<tr>
<td>Digital Media Project &amp; Lesson plan</td>
<td>15%</td>
</tr>
<tr>
<td>Virtual Classroom, lesson and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Integrated Curriculum project and lesson plan</td>
<td>15%</td>
</tr>
<tr>
<td>Social Justice Art Ed Project and lesson plan</td>
<td>15%</td>
</tr>
<tr>
<td>Art EC-12 Test Prep</td>
<td>5%</td>
</tr>
<tr>
<td>Digital Teaching Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

**Grade Scale:**

- A  100-90%
- B  90-80%
- C  79-70%
- D  69-60%
- F  59-0%
## Course Calendar Overview

| Week 1       | Course introduction  
|             | Modernism, postmodernism and post-postmodernism  
|             | Big Ideas, artmaking and contemporary artists  
| Week 2       | Teks, Contemporary artists and the 5e lesson plan  
|             | Politics in art-politics in art education  
|             | Planning a lesson the edTPA way  
| Week 3       | Contemporary artist Presentations and lesson plans built  
| Week 4       | Digital Media: Stills and raster-based art  
| Week 5       | Digital media, vectors, video and animation  
| Week 6       | Technology and art in the everyday  
|             | Visual culture in Art Ed/material culture?  
| Week 7       | Technology and content delivery  
|             | Video in the art classroom  
| Week 8       | Technology lesson plans taught and delivered electronically or recorded on video  
| Week 9       | Integrated curriculum: what is it, partnering up  
| Week 10      | Integrated curriculum: planning a lesson (5e in parallel)  
| Week 11      | Integrated curriculum: evaluating our plans  
| Week 12      | Social Justice Art Education  
| Week 13      | Social Justice Art Education  
| Week 14      | Thanksgiving Break-No class meeting  
| Week 15      | Art EC-12 test prep, Electronic Portfolios  
| Finals       | Electronic portfolios presented and critiqued  |