

**AEAH 4795.001: Topics – Using Art Museums as School Resources**

Fall 2016 - Wednesdays – 2:00-4:50 – Room 219 CVAD

Dr. Laura Evans; Office 253

Office Hours: Wednesdays 5-7 and by appointment

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**COURSE DESCRIPTION:** This course teaches ways to use the art museum as a partner and resource for classroom teaching. It also explores museum education as an alternative teaching career.

**COURSE CONTENT:** In this course, we will investigate ways that museums can act as educational inspiration for classroom teachers and students. We will explore how museums can be sites for field trips, for in-class activities and discussion, as an outreach program to a teacher’s classroom, and as a place for further teacher development. This course also introduces students to museum education as a career possibility.

**COURSE OBJECTIVES:** As a result of participating in this course, students will:

**Knowledge & Skills**

- ...Know more about how to maximize art museum resources to enhance classroom teaching and student learning;
- ...Appreciate how having a personal experience with art can translate to a richer teaching/learning experience in the classroom;

**Attitudes & Perceptions**

- ...Have an increased appreciation for what art museums have to offer art teachers;
- ...Feel more confident in their ability to use museums and museum resources in the classroom.

**REQUIRED READINGS:** Talboys, G. (2010). *Using Museums as an Educational Resource: An Introductory Handbook for Students and Teachers* (2<sup>nd</sup> Edition). London: Ashgate.

Additional readings can be accessed on the course Blackboard site.

**COURSE STRUCTURE and STUDENT EVALUATION (OR GRADING):**

Attendance/Participation (30 points)	30% of total grade
Readings Synopsis/Reflections (15 points)	15% of total grade
Instructional Resource (25 points)	25% of total grade
Instructional Resource and Class Reflection (20 points)	20% of total grade
Instructional Resource Presentation (10 points)	10% of total grade

### **Attendance/Participation**

Attendance, punctuality and participation are extremely important. Participation includes: reading and understanding all readings and assignments; involvement in class discussions - asking questions, offering thoughtful insights and comments, responding to classmates' comments, completing assignments on time, and taking part in out-of-class assignments.

### **Reading Synopsis/Reflection**

You will keep a write a two-paragraph analysis and reflection of each chapter of the course book and for each assigned article. Using a sheet of paper or your computer, write a one-paragraph synopsis of a chapter (in your own words, explain what the chapter is about) and a one-paragraph reflection of the chapter (what you think of the chapter and how you might use this information. Use your own voice and experiences to make meaning of it).

Each reading requires an analysis and reflection. In the reflection section, be personal and reflect on what the reading means to you, specifically. How do you think the ideas in this reading will/will not effect you in the present or future or how have they effected you in the past?

Please include on your paper: your name and the reading that you are reflecting upon. Entries will be handed in on the day that the reading is due. Be critical, reflective, and reflexive.

Reading reflections will be graded pass/fail.

### **Instructional Resource (IR)**

This assignment is based off of the Instructional Resource section of the NAEA journal, *Art Education*. For your lesson plans, choose an audience (high school, middle school, elementary) and a local, DFW area museum that we will visit during the semester. Focus on an object in that museum or objects that interest you, can be tied into contemporary issues in art education, and that you think would make for an interesting lesson in your future art education classrooms. Write an Instructional Resource using the guidelines found at the back of this syllabus.

### **Instructional Resource and Class Reflection**

In addition to your Instructional Resource, write a one to two page reflection about why you chose what you did for your Instructional Resource and what your planning/creating process was like for creating your IR. Finally, reflect on the class as a whole and how you might use museums in your future classroom.

### **Instructional Resource Presentation**

For your presentation, explain your Instructional Resource. Tell us why you decided to choose the museum/works of art/exhibit that you chose and what big ideas were your inspirations. Walk us through your Instructional

Resource, keeping in mind that you have about 10 minutes. Tell us about the activities, games, discussions, art-making, etc. you have included in your IR.

Use a presentation style that will allow us to experience the works of art that you will be using as centerpieces in your lesson plans. Visuals are important in your presentation.

**ATTENDANCE AND GRADING POLICY:** This class meets once a week in a variety of places and class will have a range of ways to approach learning. Full participation throughout the semester, therefore, can only be achieved by attending all sessions. Missing more than one class session could adversely affect your grade. Each missed and unexcused absence (after one unexcused absence) will result in an overall 3% point deduction from your final grade. Please check with me, should you need to miss more than one class session

Occasionally we will have guest speakers, visit area museums, or have student presentations during class time; therefore, timely arrival to class and preparedness for full participation in all class activities is expected. Excessive tardiness will be treated as an absence. The student must be able to travel to area museums.

I do not accept emailed assignments. Your assignment's final grade will be lowered by 2% each day until I receive a hard copy of your assignment. Appeals to have a grade raised must be made within one week of the return of the graded assignment. No grade will ever be lowered as a result of an appeal to raise a grade.

**PLAGARISM POLICY:** It is absolutely necessary to provide a proper citation when you 1) quote or copy a paragraph or sentence, 2) paraphrase, or 3) repeat key ideas and theories from a published source. It is also necessary to produce original work in relationship to this class.

**AMERICAN DISABILITIES ACT:** The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

**COURSE RISK FACTOR:** According to University Policy, this course is classified as a category **one** course. Students enrolled in this course will not be exposed to any significant hazards and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.

**STUDENT ACADEMIC PROGRESS: Financial Aid Satisfactory Academic Progress**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit <http://financialaid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course being doing so.

**BUILDING EMERGENCY PROCEDURES:** In case of emergency (alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather related threat, please go to the nearest hallway or room on your floor without exterior windows and remain their until an all clear signal is sounded. Follow the instructions of the instructor(s) and please act accordingly.

**CENTER FOR STUDENT RIGHTS AND RESPONSIBILITES:** *Each University of North Texas student is entitled to certain rights associated with higher education institutions. See [www.unt.edu/csrr](http://www.unt.edu/csrr) for further information.*

**NOTE:** I will make every effort to follow the syllabus and schedule, but please realize adjustments may be necessary in order to accommodate learning/instructional needs of the class. I therefore retain the right to change the syllabus with or without notice.

We will utilize art gallery and museum sites on and off campus for class sessions. These will be announced in class before hand, and if unexpected changes need to be made, they will be announced by MyUnt e-mail. Be sure your account is up to date. The Art Education and Art History office, Art 224, will also be alerted about classes that are not meeting in Art 219.

# Calendar

## Wednesday, August 31<sup>st</sup>

**Where?** Meet in Classroom

**What?** Introductions  
Museum Experience(s) Share  
Syllabus

## Wednesday, September 7<sup>th</sup>

**Where?** Meet in Classroom

**What?** How do teachers use museums as resources?  
Discuss Instructional Resource  
Museum Education Resources (NGA, MFAH, Denver, NC)

**Readings Due:** Part I: First Principles: pgs. 7-43 from *Using Museums as an Educational Resource*.

## Wednesday, September 14<sup>th</sup>

**Where?** Crow Collection of Asian Art

**Time?** 2:00 at the Crow Collection Main Entrance

**Who?** Anne Kindseth, Jill VanGorden, and Carolyn Armbruster

## **Wednesday, September 21<sup>st</sup>**

**Where?** Meet in Classroom

**What?** Lucy Bartholomee; PhD Student; Former Art Teacher (2:15)  
Prepare for Museum Mash-Up

### **Readings Due:**

Cooperative Strategies in the Preparation of Teachers for Museum Utilization. *Art Education*, Vol. 33, No. 1 (Jan., 1980), pp. 11-12.

Unrath, K. and Luehrman, M. (2009). Bringing Children to Art: Bringing Art to Children. *Art Education*, Vol. 62, No. 1 (Jan., 2009), pp. 41-47.

## **Wednesday, September 28<sup>th</sup>**

**Where?** The Crow Collection of Asian Art

**When?** 2:00 pm at the Crow Collection Main Entrance

**What?** Museum Mash-Up

## **Wednesday, October 5<sup>th</sup>**

**Where?** Meet in Classroom

**What?** Virtual Museum Field Trips

**Readings Due:** Part II: Preparatory Strategies (pgs. 47- 89) from *Using Museums as an Educational Resource*.

## **Wednesday, October 12<sup>th</sup>**

**Where?** Sid Richardson Museum of Art

**Time?** 2:05 meet at main entrance

**Who?** Betsy Thomas (Director of Education Programs) and  
Andrea Hassenteuffel (Director of School and Family Programs)

## **Wednesday, October 19<sup>th</sup>**

**Where?** Meet in Classroom

**What?** Museum Education Introduction

**Readings Due:** Kuster, D. (2008). A Museum Collaboration and Interdisciplinary Adventure with Preservice Teachers. *Art Education*, Vol. 61, No. 5 (September 2008), pp. 33-39

Sandell, R. and Cherry, S. (1994). Talking about Art: From Past to Present, Here to There: Preservice Art Teachers Collaborate with a Museum. *Art Education*, Vol. 47, No. 4, Cultural University (Jul., 1994), pp. 18-24.

## **Wednesday, October 21<sup>st</sup>**

**Where?** Meet in Classroom

**What?** Museum Education  
Teaching Strategies for Museum Education

**Readings Due:** Part III (pgs. 91-157) from *Using Museums as an Educational Resource*.

### **Wednesday, October 26<sup>th</sup>**

**Where?** The Kimbell Museum of Art – Meet at entrance on Van Gilburn Way by the Information Desk

**Time?** 2:00 pm

**What?** University Evening

### **Wednesday, November 2<sup>nd</sup>**

**Where?** Museum of Geometric and MADI Museum in Dallas

**Time?** 3:00 at the main entrance of the MADI

### **Wednesday, November 9<sup>th</sup>**

**Where?** Meet in Classroom

**What?** Museum Education (Continued)

Mini Conferences for Final

**Readings Due:** Part IV: pgs. 161 – 171 from *Using Museums as an Educational Resource*.

### **Wednesday, November 16<sup>th</sup>**

**Where?** Perot Museum of Nature and Science

**Time?** 3:00 near the gift shop entrance

**Who?** Allison Burney (Professional Development and Campus Based Partnerships Manager)

### **Wednesday, November 23<sup>rd</sup>**

**What?** Independent Research for Final

### **Wednesday, November 30<sup>th</sup>**

**Where?** Amon Carter Museum of American Art

**When?** 3:00 pm

**What?** Katherine Moloney; American Art Connections Center Coordinator  
Nancy Strickland; Distance Learning Coordinator  
Sara Klein; Teacher and School Programs Manager

### **Wednesday, December 7<sup>th</sup>**

**Where?** Meet in Classroom

**What?** Final Presentations (10 minutes/presentation/person)  
Instructional Resource and Final Reflection Due

# Guidelines for Creating an Instructional Resource

## What are Instructional Resources?

Instructional Resources, published in most issues of *Art Education* (the NAEA journal), consist of high-resolution reproductions of art objects and artworks with appropriate information for classroom use, or for enhancement of the studio and teaching practices of art and design educators. You may choose to focus on one particular artist or on a body of artistic work linked by a concept or approach that would be relevant to contemporary art and design educators and their students. Anyone with access to museum objects and artworks, works of art in non-traditional settings, or an artist and his/her art, and who possesses curriculum-writing expertise, is welcome to submit. In the past, Instructional Resources have come from individuals or teams of teachers and museum educators.

## How should I begin?

Study the format of recent Instructional Resources (there is a folder with examples on our classroom Blackboard) and see what topics have been covered. Establish a topic or theme, and identify related artworks. Determine a grade range and begin drafting text (no more than 2,750 words) in compliance with these guidelines.

## What else should I take into consideration?

- Instructional Resources should state clear learning goals and have immediate and practical classroom applications or applications to the teaching and studio practices of art and design educators.
- Content must be derived from the artworks and must relate the works to each other and to the learning goals.
- Material must include information about the artworks or artists, or provide cultural or historical context.
- More than one approach to understanding or studying art should be used within the lesson plan.
- If appropriate, there must be an identified and specifically targeted grade range associated with the IR topic (K-12 is too broad).
- If appropriate, there must be an evaluation component to determine achievement of the learning goals.
- Writer must have firsthand knowledge of the artworks used which is why I want you to choose an object(s) in the DFW area museums.
- National standards should be referenced. These can be found at: <http://www.nationalartsstandards.org>.
- A reference list must cite your sources of information about the artworks or artists, and these citations must appear within the text. Do not submit alternate listings, such as bibliographies or generic reference lists. You may include a resource list to augment your IR in addition to references.
- Think about the ways that your IR responds to current and contemporary issues in visual art and in art education.

**STUDENT ACKNOWLEDGEMENT:** After thoroughly reading the above described, legibly fill out and sign form attached and return to instructor.

I \_\_\_\_\_ (print) acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies as well as the risk factor rating. I realize that my class work may be included in research and give my permission for it to be used with the understanding that Dr Evans will follow all protocol for ensuring my anonymity. I can also opt out of having my work used in research by letting Dr Evans know of my wishes. I hereby agree to the syllabus and its provisions.

_____		_____
AEAH 4795.001		Risk Rating
_____	_____	_____
Student e-mail address (please print legibly)	Signature	Date
_____	_____	_____
Laura Evans		9/1/2016
Faculty Name	Signature	Date