

**AEAH 5942/5: Seminar  
in Art Museum  
Education**

Fridays 10 am – 12:50 pm  
on Zoom

Dr. Laura Evans

Pronouns: she/her/hers

Office Hours: By appointment.

Fridays, 1:00-2:30 Central

Email: [Laura.Evans@unt.edu](mailto:Laura.Evans@unt.edu)



**Course Description:** Study of contemporary and historical issues regarding the educational function of art museums with a concentration on pedagogical theory and practice.

**Required Readings:**

Burnham, R. and Kai-Kee, E. (2011). *Teaching in the Art Museum: Interpretation as Experience*. Los Angeles: Getty Publications.

Kai-Kee, E., Latina, L., & Sadoyan, L. (2020). *Activity-based teaching in the art museum: Movement, Embodiment, Emotion*. Los Angeles: Getty Publications.

Other readings can be found via my instructions on the course Canvas page.

**Course Content:** Through this course, I hope that you will develop and understanding of the philosophy and practice of art museum education. Another goal of this course is that you will be able to incorporate these theoretical positions and practical content into your own practice, whether it is in the museum, the art classroom, or somewhere else.

**Course Objectives:** Through readings, discussion, guest appearances, and other assignments the student will investigate the nature of the art museum experience, learn about museum educational theory and practice, and explore their own museum education pedagogy.

**Grading:** One of the most important characteristics of a museum professional is excellence in written and oral communication. Performance evaluation, therefore, will emphasize the student's demonstrated skill on written and oral assignments. Grading will be based on the following performance areas and tasks.

Reading Reflection Papers	20 points (20%)
NAEA Virtual Gallery Teaching Reflection Paper	5 points (5%)
Teaching Demonstration	25 points (25%)
Teaching Demonstration Reflection Paper	15 points (15%)
Museum Teaching Statement	15 points (15%)
Active Class Participation	20 points (20%)
i.e.: showing up, listening intently to guests and others, asking insightful questions, actively participating in the teaching mash-ups)	

**Course Structure:** This class meets every Friday on Zoom. The Zoom link for each week's class session will be posted to the class Canvas calendar. It is a reoccurring Zoom link so it is the same one every time.

This course is taught in a flipped format. You will acquire content knowledge from the reading (textbook and additional readings on Canvas) before coming to class. During class meetings, we will be engaged in activities, discussions, projects, and mini-lectures to apply and solidify what you have learned. You will read, talk, and collaborate throughout the semester. The course requires preparation outside of class time in order to be ready to participate fully.

#### REQUIRED EQUIPMENT:

A computer, tablet, or smart phone with Internet access, a microphone, a camera, and speakers for online Zoom classes.

#### TECHNICAL ASSISTANCE:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UNT Help Desk:** [UNT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)

(<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)  
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

#### RULES OF ENGAGEMENT:

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

#### ATTENDANCE:

Attendance, punctuality and participation are extremely important as this class is discussion-based and only meets once a week. Participation includes: completing assignments and readings on time, as well as involvement in class discussions through asking questions, offering thoughtful insights and comments, and responding to others’ comments.

Because this class only meets once a week, full participation throughout the semester 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 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.

## COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](#) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**LATE WORK:** Late work will not be accepted unless you have received my prior approval.

### Academic Integrity Policy:

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

### ADA Policy:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies,

procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

#### Emergency Notification & Procedures:

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

#### Retention of Student Records:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

#### Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](#) (<https://deanofstudents.unt.edu/conduct>) to learn more.

#### Access to Information - Eagle Connect:

Students' access point for business and academic services at UNT is located at: [my.unt.edu](https://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](#) (<https://it.unt.edu/eagleconnect>).

#### Student Evaluation Administration Dates:

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course

Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

#### Sexual Assault Prevention:

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759. Important Notice for F-I Students taking Distance Education Courses

#### Federal Regulation Regarding F-I Visas:

To read detailed Immigration and Customs Enforcement regulations for F-I students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

If an F-I student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

#### Student Verification:

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

#### Class Recordings & Student Likenesses:

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the



recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## Academic Support & Student Services

### Mental Health:

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### Chosen Names:

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### Pronouns:

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

### Additional Student Support Services:

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services:

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) (http://writingcenter.unt.edu/)

**PLEASE 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.

If any unexpected changes need to be made, they will be announced by My Unt e-mail. Be sure your account is up to date.

I will answer only course-related emails. Email content should be directly related to course content. Emails not related to the course will not be returned. Emails that contain information that is pertinent to the entire class about course-related topics will be addressed in class so that the entire group may benefit.



# Assignments

## 1) Reading Reflection Papers and Questions

During most weeks of the semester, a reading reflection paper is due. Write a one-paragraph summary and a one-paragraph reflection of each reading listed under the week's readings. Include all reading reflections in the **same** document.

**Finally, write 3 questions for the guest we will have in class on the day that the Reading Reflection Paper is due and include these at the bottom of your paper.**

Papers can be single or double-spaced. These papers should be submitted to Canvas **BEFORE** class meets on the day that the readings are assigned. **The Canvas timer is set to 9:59 am on the day each reading response is due so make sure you've submitted your reading before then!**

The format should be:

1 paragraph summary of 1<sup>st</sup> reading

1 paragraph reflection of 1<sup>st</sup> reading

1 paragraph summary of 2<sup>nd</sup> reading

1 paragraph reflection of 2<sup>nd</sup> reading

Continue with this same format if there are more readings...

3 questions for the speaker of the day the Reading Reflection Paper is due

Papers will be submitted to Canvas before class (by 9:59 am). These papers will be graded pass/fail.

## 2) NAEA Virtual Gallery Teaching Reflection Paper

On February 23<sup>rd</sup> (Tuesday) and February 25<sup>th</sup>, the National Art Education Association will hold the Art Museum Education Pre-Conference from 10 am – 2 pm Central. The Onstead Institute at CVAD is very generously going to pay for all of you to attend the pre-conference.

I hope you can attend as many sessions as possible (even though it is virtual, it is still a great way to learn and to network!) but I want you to, specifically, attend at least 2 of the 50-minute virtual gallery teaching demonstrations (FYI: we **WILL NOT** have class on April 16<sup>th</sup> to compensate for your time in attending these sessions outside of class).

After attending the 2 sessions, I want you to compare and contrast these 2 teaching demos and the facilitator's teaching styles and write a paper. This report should be 3-4 pages in length and informal. The following questions may be helpful as you compare and contrast the teaching demos:

- What happened in the gallery teaching demo? Was there a clear theme or direction? Give a brief narration.
- What were the facilitator's styles? Give a description.
- Could you tell if the facilitators were using any of the museum theory that we have discussed in class or in other classes? How could you tell?
- How did the facilitators relate (or not relate) to the group? Was it interactive or one-way?
- What were the most successful parts of the teaching demos? Why? What did you take away from this to use in your own practice?
- What were the least successful parts of the teaching demos? Why? What could have been done differently?
- What did you learn from the experiences?

**DUE ON: March 19<sup>th</sup>. Submit your paper to Canvas by midnight on March 19<sup>th</sup>**

### 3) Teaching Demonstration Video

Learning about teaching techniques is an important foundation but nothing can prepare you more for teaching with works of art than practicing with real works of art and real people. Sadly, this pandemic provides us with some challenges in this regard! But, teaching on Zoom with works of art is also a great way to learn how to teach too.

In this assignment, you will facilitate a conversation about two works of art with a group of people of your choosing. Your conversation can take place online (ie: with Zoom or some other internet-based software) or in person (at a local museum that is open during the pandemic). You will not be graded differently if you choose one location or the other.

You need to find an audience of your choosing **with at least 5 people** in it. There is no limit to the amount of people you can have in your group. Try to choose an age group or demographic that you are interested in. If you are curious about working with little kids, I recommend that you find some littles to teach. If you would like to work with teens, same thing. Families? Find a family of mixed-ages to work with. If you are really stumped and having trouble finding participants, I suggest you ask other students in this class to be your participants. But, if at all possible, I would encourage you to find people outside of this class.

You will teach with two works of art. **I would like at least one of these objects to be “challenging” in some way.** Maybe it is from a culture that you do not identify with and you are worried about how to teach with their work in a responsible way or it is a piece that deals with difficult subject matter. Please describe why you found it to be a challenging object in your reflection paper.

Think about how your two objects will pair together. Is there a “big idea” that unites the objects? Is there a theme that connects them or do they compliment each other in some way?

You will need to video record your session, whether it is online or in-person, so that I can watch your performance. You will submit your recordings along with your reflection paper. See below for details about the reflection paper.

Either using techniques that we have discussed and studied in class, other techniques outside of these, combining techniques to make a hybrid form, modifying a technique for you and your objects' needs, or by creating your own technique, **you will spend up to 30 minutes mediating between your objects and your audience (you can go over 30 minutes but I do not want you to go under 30 minutes)**. Use this session as an opportunity to experiment with your teaching style but also to find the confidence to teach in the way that you want to teach.

You will not be penalized if you aren't finished in 30 minutes (ie: you go over time) but you **will** be penalized if you are under 30 minutes for your session. **Each minute that you are under 30 minutes, 1 point will be taken off your total grade/minute.**

I am always available to brainstorm and listen to your thoughts and questions about this assignment. We will also spend some time talking about it in class and talking about it in small groups.

**DUE ON: April 16<sup>th</sup>. Submit your video to Canvas by midnight on April 16<sup>th</sup>.**

#### **4) Reflection Paper on Teaching Demonstration**

You will write an autoethnographic (a self-reflexive, self-reflection paper) about your teaching sessions. Please answer the following questions:

- Why did you choose the works of art that you chose? What about the works of art made you feel it/they would be good for a discussion? What about one of the works of art was challenging to you?
- How did you choose the ways that you would engage with the work of art and with your audience? Why did you feel that the pedagogical approach you used was fitting for the audience?
- How did you create a plan for your teaching demonstration?
- How did you think the teaching demo went? Did you feel good about the outcome?
- What did you think you did well in your teaching demo? What do you think you could have improved upon?
- What have you learned from this teaching demonstration experience? For yourself and in watching others?

**This paper should be between 5-7 pages in length, double-spaced.**

**DUE ON: April 16<sup>th</sup>. Submit your paper to Canvas by midnight on April 16<sup>th</sup>.**

## 5) Museum Teaching Statement

Incorporating what you have learned during the semester about yourself as a learner, a teacher, and about museum education, describe how you would like to use all of these elements to inform your further teaching practice. What elements of the semester were most meaningful in forming your own, personal pedagogy? What elements have changed for you since the beginning of the term?

Think about how you might be able to use this essay in your future, either as a preparatory piece of material when you are applying for an internship, a job in a museum or in academia, or applying for further schooling. I want this to be a functional final paper. Most difficult, **it should be no more than 2 pages** because of this reason. You want your ideas to be sharp, concise, and to reach out to your readers. Who are you as a teacher? Be detailed and clear. Though this is the shortest paper in the semester; it is also worth the most outside of this class (ie: you can use this again in the “Real World”).

Your Museum Teaching Statement can address any or all of the following:

- *Your* conception of how learning occurs in the museum
- A description of how *your* teaching facilitates learning in the museum
- A reflection of why *you* teach the way you do (or how you would like to teach)
- The goals *you* have for yourself and for your visitors to museums
- How *your* teaching enacts your beliefs and goals
- What, for *you*, constitutes evidence of learning in the museum
- The ways in which *you* create an inclusive learning environment in the museum
- *Your* interests in new techniques, activities, and types of learning

There is a lot of information about how to craft an academic teaching statement on the Internet, though you will need to adapt these specifically for teaching in the space of the museum. If you need help, please let me know and I can point you in some helpful directions.

“If at all possible, your statement should enable the reader to imagine you in the classroom [museum], teaching. You want to include sufficient information for picturing not only you in the process of teaching, but also your class [visitors] in the process of learning.” – Helen G. Grundman, [\*Writing a Teaching Philosophy Statement\*](#)

**DUE ON: April 16th. Submit your paper to Canvas by midnight on April 16<sup>th</sup>.**

# Course Calendar

## January 15<sup>th</sup>

Syllabus  
Introductions

## January 22<sup>nd</sup>

Guest: Jen Brown: The Engaging Educator (<https://theengagingeducator.com/>)

*Readings:* Using Improv in Art Museum Teaching

- Oleniczak, J. (2016). Improvising Your Teaching Skills. *Journal of Museum Education*, 41(1), pgs. 38-45.
- Oleniczak, J. (2013). Improv(e) Your Teaching. *Art Museum Teaching*. Retrievable at: <https://artmuseumteaching.com/2013/01/20/improve-your-teaching/>
- Kothe, E. (2012). Beyond Art Waitressing. *Art Education*.

## January 29<sup>th</sup>

Guest: Hannah Heller: VTS Trainer and EdD Candidate at Teachers College, Columbia University

*Readings:* VTS and Countering White Supremacy Culture

- Visual Thinking Strategies: Understanding the Basics (2009).
- Heller, H. (2017). Whiteness and Museum Education. Inluseum. Retrieved at: <https://inluseum.com/2017/12/14/whiteness-and-museum-education/>
- Antonisse, M. (2017). The Societal Frame: A Tool to Address Racism in the Galleries. *Viewfinder*. Retrieved at: <https://medium.com/viewfinder-reflecting-on-museum-education/the-societal-frame-a-tool-to-address-racism-in-the-galleries-3ff63fi93ce5>
- Fifi, D. and Heller, H. (2019). Exploring Manifestations of White Supremacy Culture in Art Museum Education and Interpretation. *Journal of Cultural Research in Art Education*, 36(1), pgs. 100 – 121.

- Hoel, J. (2018). Honoring Students, Teachers, and the Work of Kerry James Marshall Through VTS. *VTS*. Retrieved at: <https://vtshome.org/2018/03/22/honoring-students-teachers-and-the-work-of-kerry-james-marshall-through-vts/>

## February 5<sup>th</sup>

Guest: Carolyn Armbruster: Artful Thinking Trainer at Artful Thinking DFW

*Readings:* Artful Thinking

- Tishman, S. Artful Thinking Handout.
- Go online and look at the Artful Thinking Website (**no need to write a reading response to the website**): <http://pzartfulthinking.org/>

## February 12<sup>th</sup>

Dean of CVAD Search Committee – No Class

## February 19<sup>th</sup>

Guests: Terry and Susan Barrett

*Readings:* Making Art Personal

- Barrett, T. (2014). Taking it Personally: Getting to Know Oneself and Others Through Interpretations of Art. In Acuff, J. and Evans, L. (Eds). *Multiculturalism in Art Museums Today*. Available at: [http://terrybarrettosu.com/wpcontent/uploads/2017/08/Multiculture\\_Evans\\_Acuff\\_Barrett.pdf](http://terrybarrettosu.com/wpcontent/uploads/2017/08/Multiculture_Evans_Acuff_Barrett.pdf)
- Barrett, T. (2008). Interactive Touring in Art Museums: Constructing Meanings and Creating Communities of Understanding *Visual Arts Research*, Vol. 34, #2, 76-84. Available at: [http://terrybarrettosu.com/wp-content/uploads/2017/08/B\\_08\\_InteractiveTour.pdf](http://terrybarrettosu.com/wp-content/uploads/2017/08/B_08_InteractiveTour.pdf)
- Barrett, T. (2008). Two Questions, with Variations. In Villeneuve, P. (Ed.) *From Periphery to Center: Art Museum Education in the 21st Century*. Reston, VA: NAEA,

2008, 197. Available at: [http://terrybarrettosu.com/wp-content/uploads/2017/08/B\\_TwoQues\\_07.pdf](http://terrybarrettosu.com/wp-content/uploads/2017/08/B_TwoQues_07.pdf)

## February 26<sup>th</sup>

Guest: Elliott Kai-Kee: Education Specialist at the J. Paul Getty Museum

*Readings:* Dialogism and Activity-Based Teaching

- From *Teaching in the Art Museum: Interpretation as Experience* (2011): Chapters 1, 3, 5, & 8  
(DO 1 PAGE SUMMARY AND 1/2 PAGE REFLECTION FOR ALL 5 CHAPTERS)
- From *Activity-Based Teaching in the Art Museum: Movement, Embodiment, Emotion* (2020): Chapters 4, 5, 7, & 8  
(DO 1 PAGE SUMMARY AND 1/2 PAGE REFLECTION FOR ALL 4 CHAPTERS)

**Total of 3 pages for the above reading responses**

## March 5<sup>th</sup>

Guest: Jessica Fuentes

*Readings:* Teaching with Mirrors and Windows

To Be Added to Canvas

## March 12<sup>th</sup>

Guest: Claire Bown: Thinking Museum (<https://thinkingmuseum.com/membership/>)

*Readings:* Slow or Mindful Looking

- Clothier, P. (2012). *Slow Looking*. London: CreateSpace.
- Tishman, S (2018). *Slow Looking: The Art and Practice of Learning Through Observation*. New York: Routledge.
- Roberts, J. (2013) The Power of Patience: Teaching Students the Value of Deceleration and Immersive Attention. *Harvard Magazine*. Retrieved at: <http://harvardmagazine.com/2013/11/the-power-of-patience>



**March 19<sup>th</sup>**

Guests: Terry and Susan Barrett

**March 26<sup>th</sup>**

Guest: Angela Hall: Former Director of Learning at the Dallas Contemporary

*Readings:* Facilitating Difficult Dialogues

To Be Added to Canvas

**April 2<sup>nd</sup>**

No Class – UNT Mandated No Class Day

**April 9<sup>th</sup>**

Teaching Mash-Up

**April 16<sup>th</sup>**

Turn in remaining assignments

DUE: Teaching Demonstration Video, Teaching Reflection and Teaching Statement  
due by midnight