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Classroom: ART 338

ART EDUCATION: COMPUTER ART

ARTE 3770.001 • Fall 2026 • Classroom: ART 338 • Wednesdays 2:25 PM – 5:15 PM

Course Description

This course prepares future art educators to integrate digital tools and technologies into their teaching practice. Students will explore digital artmaking processes through hands-on projects while also considering how these methods can be adapted for use in the classroom. Emphasis is placed on developing original ideas, gaining confidence with digital media, and translating personal creative work into meaningful, adaptable learning experiences for future students.

Learning Objectives

- Use digital tools and computer technologies commonly found in K–12 art classrooms to support creative exploration and instructional planning.
- Design and present lesson ideas that integrate digital media with a focus on process, accessibility, and student-centered engagement.
- Develop original digital artwork as a way to better understand creative process, ideation, and how making informs teaching.
- Share and publish digital content while critically reflecting on how trends in visual culture and technology can shape classroom practice.
- Analyze historical and contemporary uses of digital media in art and education, and apply those insights to their own evolving teaching philosophy.
- Articulate how hands-on experimentation, iteration, and the act of making contribute to their understanding of what it means to facilitate meaningful creative experiences for others.

Prerequisites

Must have taken the courses listed below with a C or better ; and pre-major status in art education; or consent of department.

ART 1600	ART 1700	ART 1800	ART 1900
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Text Materials

There are no required textbooks to purchase. All readings, videos, artworks, and prompts will be provided through Canvas. Students are expected to engage with these materials before each class session to prepare for in-class work and discussion.

Required Materials

And Technology Access

This course is centered on digital artmaking, experimentation, and creative exploration. To fully participate, you will need regular access to a laptop, tablet, or other personal device with internet access that supports digital artmaking, image editing, and word processing. Please bring your connected device to class for in-class activities, discussions, and assignments. Throughout the semester, we will also have opportunities to experiment with equipment available through the CVAD technology lab.

While software such as Adobe Creative Suite and Canva may be introduced, you are welcome to use any digital tools or platforms you feel most comfortable with. If you have access to more advanced technologies or creative software, you are encouraged to incorporate them into your work. However, your projects will be assessed based on creativity, critical thinking, and effective use of your chosen tools—not on the sophistication or cost of the technology itself. During the first week of class, you will complete a brief survey about your access to technology, interests, and experience with digital tools. Your responses will help shape course examples, resources, and activities so they better reflect the needs and interests of our learning community.

The CVAD Student Computer Lab (Art building, Room 375) allows students to checkout check out equipment/devices here: <https://cvad.unt.edu/cvad-it-services/equipment-checkout.html>

Course Structure

This course meets once a week and balances lecture, discussion, artmaking, collaborative planning, and presentation. While each session won't follow the same format, the structure is intentional and consistent, modeling the kind of design and pacing effective teachers use. Some class structures will be consistent, each class begins with an opening circle, a short, grounding activity to center the group. I'll then introduce a driving question and preview the day's plan. A brief contextual lecture will follow to frame the day's focus, explain the "why," and share relevant examples or inspirations. From there, class time may shift into further content exploration through presentation, workshop time, group work, station-based activities, or peer sharing. These elements will rotate based on the week's goals, but all contribute to building your skills as both artist and educator. We'll close each class with a closing circle, tying the day's work to the broader arc of the course, previewing what's next, and addressing any questions. This class is rooted in exploration and iteration, but within a clearly defined structure. My job is to provide the framework, your job is to engage with it fully. The flexibility lives in how you respond to prompts, propose ideas, and reflect on your process. This is the same balance you'll learn to strike in your own future classrooms.

Student Responsibilities

You're stepping into this course as both an artist and a teacher in training. Your participation and engagement matter more than technical perfection. You're expected to come to class prepared, having reviewed the weekly content posted in Canvas, and ready to contribute through discussion, critique, creation, and reflection.

The Day One form will ask you to share your goals, interests, and current access to digital tools. This not only helps me plan more equitably but also models a practical strategy for learning who your students are and how to meet them where they are. What you bring into this space, creatively and technologically, will influence how we work, learn, and grow together. Absences, tardiness, and late work are major contributors to low grades and **failure** in this course. You will not be allowed to progress toward certification unless you pass this course, which requires mandatory observation reflections, observation hours, and teacher approval of all student logs in Watermark.

Grading

This course is designed to help you grow both as an artist and as a future educator. You'll engage in hands-on digital artmaking, critically reflect on creative processes, and explore how technology can support student learning in diverse classroom contexts. Each project invites you to try something new, combine ideas and tools in bold ways, and consider how you might lead others through similar experiences.

5 Major Assignments (each worth 15 points)	75 Points
Class Participation	15 Points
Homework & Weekly Canvas Reflections	10 Points

* **Class participation** : Participation includes showing up prepared, contributing to discussions and critiques, and actively engaging in work sessions. This is about presence and collaboration, your voice matters, and your support of your peers makes the class stronger.

* **Homework & Weekly Canvas Reflections** : Most weeks, you'll have a brief reflection to post on Canvas in response to a text (article, artwork, or video) or an ongoing project. These reflections are a space for questions, connections, and creative thinking — not busywork. They're meant to build habits of reflection that support your teaching practice.

Grading Scale

A	90-100%	Excellent
B	80-89%	Above Average
C	70-79%	Average
D	60-69%	Inferior [passing but not necessarily satisfying degree requirements]
F	59% or Below	Failure

Late Work

The key to success in this course is communication. It is your responsibility to correspond via UNT email any problems in completing exercises and assignments that might occur. Private email accounts outside of UNT cannot be used for course communication. Special circumstances (e.g. death in the family or personal health issues) will be reviewed by the instructor on a case-by-case basis.

You are responsible for completing all assignments and turning them in on the due date unless we have made prior arrangements. If you are absent, you must e-mail work to me by the due date for it to be considered on time. Late quizzes, assignments, and discussions lose 15% of the score per hour. Work well ahead of every deadline so that you do not miss turning your work in.

Attendance

Attendance is required. More than 2 absences may result in lowering your final grade. It is important that you communicate with me prior to being absent.

Caregiver Responsibilities Policy:

I have great respect for students balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, please contact me. There may be some instances of flexibility I can offer to support your learning. UNT provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Most students access them at some point in pursuit of their degree.

Statement On Generative Ai In This Course

From UNT AI Ethical and Acceptable Use Policy:

Transparency: When using AI tools, we must be transparent about their use. This includes acknowledging the use of AI in output for administrative and academic purposes such as for research papers, official reports, or teaching materials, and when using AI to record or transcribe conversations. Use of fast-expanding AI tools and apps is embraced by most school districts (as of Dec. 2023, 83% of US K-12 teachers report using generative AI in their teaching). Many art teachers also embrace AI in planning lessons and units, delivering content via presentations, communicating with parents, assessing student work, and devising student accommodations. In light of the spread of AI tools in education and particularly their utility to teachers for their efficiency, coverage, and innovation, AI tools are permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informs their work. Using an AI tool, app, or extension to generate content without proper attribution qualifies as academic dishonesty (plagiarism). If a tool is used in an assignment, students must also include a brief description of how they used the tool, in addition to citing the use of any tool used. For example,

- ChatGPT generated content for this lesson plan, including objectives, procedures, materials list, and extensions.
 - School AI generated my unit rubric. (<https://schoolai.com/>)
 - Quizizz AI generated my lesson quiz and adaptations. (<https://quizizz.com>)
 - Brisk Teaching generated a variety of DOK (depth of knowledge) activities for my unit. (<https://www.briskteaching.com>)
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This course follows the **UNT System Acceptable Use of Artificial Intelligence Standard**. AI tools may be used to support learning, experimentation, brainstorming, research, and the creative process when appropriate. Students are expected to be transparent about AI use, take responsibility for AI-assisted work, verify the accuracy of AI-generated information, and appropriately acknowledge the use of AI tools.

AI may assist your process, but it may not create your final work. Final artwork, designs, written reflections, and other graded submissions must demonstrate the student's own creative thinking, decision-making, and authorship. AI-generated images, text, video, audio, 3D models, or other content may be used for exploration, inspiration, ideation, or as an intermediate step when permitted by the assignment, but AI-generated content may not be submitted as the final result of an assignment unless the assignment specifically allows it.

When AI is used during the creative process, students must briefly identify the tool and explain how it was used. Students remain responsible for evaluating, modifying, and developing any AI-assisted material and for ensuring that their submitted work meets the requirements of the assignment.

All work submitted for a grade must represent your own creative and critical thinking and must be created for this course during the current term. You may not copy or present another person's work—or AI-generated work—as your own. Previously submitted work may not be reused unless approved by the instructor.

Students must not enter confidential, proprietary, sensitive, or otherwise protected UNT information into public AI tools. Failure to follow these expectations may result in point deductions and/or be addressed according to the course and UNT academic integrity policies.

School-Life Conflict

Many students face obstacles to their education because of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my office hours, please email to set up a time that works for us.

Mental Health Resources

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

Student Health and Wellness Center, 1800 Chestnut St., Denton, TX 76201, (940) 565-2333 M-Th: 8am-5pm <https://studentaffairs.unt.edu/student-health-and-wellness-center#programs>

Counseling and Testing Services*, 801 N. Texas Blvd, Denton, TX, Suite 140, (940) 565-2741 M-F: 8am-5pm <https://studentaffairs.unt.edu/counseling-and-testing-services>

UNT CARE Team*, (940) 565-2648, careteam@unt.edu, <https://studentaffairs.unt.edu/care>
Psychiatric Services, (940) 565-2333, <https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>

Individual Counseling*: (940) 369-8773, <https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling> * Services are free of charge to University Students

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:

- NATL Suicide Hotline: 800-273-8255
 - Denton County MHMR Crisis Line: 800-762-0157
 - Denton County Friends of the Family Crisis Line: (940)-382-7273
 - UNT Mental Health Emergency Contacts:
 - During Office Hours (M-F 8am-5pm): (940)-565-2741
 - After Hour Calls: (940)-565-2741
 - Crisis Text Line: Text CONNECT to 741741
 - Live Chat: <http://www.suicidepreventionlifeline.org>
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Student Academic Integrity Standards And Consequences.

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. 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.

See full policy here [06.003 Student Academic Integrity](#)

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/>).

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.

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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

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 Code of Student Conduct to learn more.

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.

Sexual Assault Prevention And Survivor Advocacy.

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, campus resources provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or call the Dean of Students Office at 940-5652648

Course Assignments

This course is design related to help you grow both as an artist and as a future educator. You'll engage in hands-on digital artmaking, critically reflect on creative processes, and explore how technology can support student learning in diverse classroom contexts. Each project invites you to try something new, combine ideas and tools in bold ways, and consider how you might lead others through similar experiences.

Major Assignments (5 total, each worth 15 points = 75 points total)

Each of these assignments asks you to experiment, reflect, and make. They are not about technical polish, but about thoughtful creative decisions and pedagogical awareness. You'll be evaluated on your creativity, process, engagement with the prompt, and your ability to make connections to teaching and facilitation.

Project 1: Hybrid Creatures – Identity Through Composition (15 points)

Create a hybrid creature that combines handmade and digital elements to explore identity, context, or change. Your creature will begin with physical/original materials and evolve through digital tools, with the option to add movement, sound, AR, or another digital behavior. The goal isn't realism, but metaphor: how can layered imagery reflect identity, context, or change? You'll also consider how this project could be adapted for different K–12 classrooms and levels of technology access.

Project 2: Micro-Stories – Narrative in Three Frames (15 points)

Create a visual narrative beginning with three frames to explore sequencing, mood, movement, and storytelling without relying on text. Your frames may remain still or develop through animation, video, sound, or interactive media. We'll also explore how digital storytelling can support communication and cross-curricular learning in K–12 classrooms.

Project 3: Immersive Space Design – Making Worlds (15 points)

You'll design a visual or conceptual environment that invites the viewer in, a space built from images, perspectives, sound, movement, and other media.. You might explore panoramic scenes, layered compositions, animations, mixed media installations and more. This is a space to experiment with how media types interact, and how different formats could influence engagement and/or experience. We'll also discuss how spatial design can support empathy, narrative, and sensory experience in the classroom.

Project 4: Collaborative Digital Storytelling (Group Project -15 points)

This team project asks you to create a short digital story, PSA, or other multimedia piece. In addition to the artwork, you'll reflect on how collaboration works in classroom settings, and how you might guide group work in creative and inclusive ways with your future students.

Final Reflection Paper – Artmaking as Pedagogy (15 points)

To close the semester, you'll submit a short reflective paper (3–4 pages) that traces your creative development and evolving teaching identity. You'll revisit your projects, texts, and classroom experiences, and reflect on if/how this class has informed your understanding of teaching with and through digital media. The paper is both a reflection and a vision, your chance to articulate what kind of art educator you're becoming.

There is no traditional written final examination in this course. The Final Reflection Paper serves as the culminating course assignment.

Course Schedule

Week-by-Week

Below is the order of topics that we will cover. Specific details on homework, assignments and due dates.

Week 1

August 17-23

Topic : What Is Digital Art Education?

Course intro, self-symbol creation with digital tools, discussion on digital media in teaching, Introduction to how tech expands the senses in art (sight, sound, interaction).



Complete Acknowledgment & Survey by 11:59 pm Sunday, Aug 23



Complete Discussion 1 by 11:59 pm Sunday, Aug 23

Week 2

August 24-30

Topic : Limitations Make Us Creative

Launch Project 1: Hybrid Creatures.

Explore constraints using only basic image capture/editing. Intro to PNG vs JPEG and mixing hand-drawn/digital. Discuss access issues.



Complete Discussion 2 by 11:59 pm Sunday, Aug 30

Week 3

August 31-September 6

Topic : Reuse, Reimagine, Remake

Remix challenge: incorporate found media (GIFs, stills, loops). Intro to file types that support animation vs static imagery. Peer feedback on surprise/mashup outcomes.



Submit Presentation Hybrid Creatures by 11:59 pm Tuesday, September 1

Week 4

September 7-13

Topic : Giving and Receiving Feedback

Feedback and critique Project 1. Model layered critique strategies (describe, analyze, suggest). Explore display options for peer presentations.

Intro to project 2: Micro-Stories (Story boarding with mixed media)



Submit Project one: Hybrid creatures

Due by 11:59 Sunday September 13



Complete Discussion 3 by 11:59 pm Sunday, September 16

Bring Paper & Pen/Pencils to the upcoming class

Week 5

September 14-20

Topic : Narrative Without Words

Launch Project 2: Micro-Stories. Storyboarding with mixed media options.

Learn more about motion

Have Paper & Pen/Pencils to the class



Complete Discussion 4 by 11:59 pm Tuesday, September 22

Week 6

September 21-27

Topic : Found Design

Explore how the images can communicate differently for different age groups. Redesign the story using UX/UI principles .



Complete Discussion 5 by 11:59 pm Tuesday, September 29

Week 7

September 28-October 4

Topic : Curriculum from Creation

Students convert artworks into classroom-ready lessons. Partner planning for different age groups. Students transform their Micro-Story process into a classroom activity for a randomly assigned grade level, technology access level, and learner need. Through a “technology swap,” they redesign the activity with and without digital tools and evaluate curriculum suggestions.



Submit Presentation Micro-stories by 11:59 pm Tuesday, October 6

Week 8

October 5-11

Topic : From Studio to Audience

Presentation Day of Project 2

Presentation of Project 2. Discuss digital presentation formats (PDF vs slide vs video). Explore how projection and audio can expand presentation impact.



Submit Project Two: Micro stories

Due by 11:59 Sunday October 11



Complete Discussion 6 by 11:59 pm Tuesday, October 13

Week 9

October 12-18

Topic : Making Worlds

Launch Project 3: Design immersive

Design immersive or conceptual space using panoramic, looping, or 360-inspired design. Discuss file format issues when combining these types.



Complete Discussion 6 by 11:59 pm Tuesday, October 20

Week 10

October 19-25

Topic : Building From Drafts

Experiment with file mixing: combine sound (MP3) + stills (PNG) or build a scrollable i
Talk about compatibility, sound file compression, and publishing methods.



Complete Discussion 7 by 11:59 pm Tuesday, October 27

Week 11

October 26-November 1

Topic : Thinking With Our Hands

Project 3 in-class work session.

Work on multiple methods of immersive outcome .



Submit Presentation Micro-stories by 11:59 pm Tuesday, November 3

Week 12

November 2 -8

Topic : Present, Reflect, Teach

Presentation Day of Project 3.

Discussion: how to make student VR-style projects with only basic tools.



Submit Project Three: Design Immersive

Due by 11:59 Sunday November 8



Complete Discussion 8 by 11:59 pm Tuesday, November 10

Week 13

November 9 -15

Topic : Many Voices, One Story

Launch Project 4: Group project

Explore how different team members can contribute different media types.

Each member chooses a medium to contribute to a united cohesive piece.

Assign final writing project.



Complete Discussion 9 by 11:59 pm Tuesday, November 17

Week 14

November 16 -22

Topic : Doing a Lot with a Little

Project work. Focus on how your group is combining different media types (file type, timing). Workshop problem-solving compatibility issues.



Submit Presentation Project 4 - Team work by 11:59 pm Tuesday, December 1

Week 15

November 23 -29

FALL BREAK November 23- 29

Refine and finalize group projects. Discuss delivery format pros/cons.

Students share what tools they used and why, discuss evolution of their teaching philosophy

Week 16

November 30 -December 6

Topic : Teaching Through Making

Presentation Day of Project 4.

Class celebration. Showcase using projection, audio, or interactive media to expand the experience.



Complete Discussion 10 by 11:59 pm Sunday, December 6



Submit Project4: Group work

Due by 11:59 Sunday December 6

Final Exams Week

December 7-13

Topic : Future art educator vision and mission

Personal reflection on experiences in this course and how/if your ideas/rationale/philosophy as an artist or educator have shifted/expanded..etc.



Submit Final Project

Due by 11:59 Friday December 11
