**ARTE 3770: ART EDUCATION: COMPUTER ART**

FALL 2025, Wednesday 1pm – 3:50pm | ART rm. 181 | Office Hrs: upon request

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The modality of my weekly office hour can be held in person, over Zoom, or the phone, we can schedule preferred method on case by case basis when contacted ahead of time. If there is no scheduled meeting with any of you during this time period, I will host web based office hours upon request.

**COURSE DESCRIPTIONS: ARTE 377:**

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.

**PRE-REQUIREMENTS:**

Must have taken ART 1600, 1700, 1800, and 1900 with a C or better; and pre-major status in art education; or consent of department.

**ABOUT YOUR PROF:**

I’m glad you’re here. I’m a PhD student in art education and have been an art educator for nearly 20 years. My journey has taken me through K–12 schools, higher-ed, nonprofit, international work, and consulting. I bring a lot of experience to this course, but not a set of directives. What I offer instead is a curiosity-driven, action-oriented approach to learning. I believe in trying, testing, revising, and doing that together. This class centers on digital and mixed media artmaking, and just as importantly, on how to guide others in creating through these tools. We’ll explore how art teachers can use technology meaningfully in the classroom through design thinking, digital storytelling, and discussions around emerging tools like AI. You’ll be creating as both an artist and an educator, using your own explorations as a springboard for curricular ideas. You’ll have room to experiment here. My goal is to help you grow your creative agency, as artist and educator, to know how to imagine something new and bring it to life, and help others do the same. You’ll have freedom here, and support. My goal is to help you explore and discover the kind of teacher *you* want to become. If you ever feel stuck, overwhelmed, or unsure, I’m here. I want this class to be a space where you can grow, and I welcome your voice in shaping it.

**TECHNOLOGICAL REQUIREMENTS FOR CLASS:**

As course components are centered on digital/computer centered art making, and with all class materials loaded on our Canvas course site, access to a computer, or personal device with internet access, word processing, and digital image editing, at minimum, is required to fully participate. Additionally, for our class meetings, you will need to bring to class a connected laptop or personal device to complete in-class activities and assignments. The CVAD Student Computer Lab (Art building, Room 375) allows students to checkout such devices here

<https://myunt.sharepoint.com/sites/CVADITServices/SitePages/Equipment-Checkout.aspx>

**COURSE 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.

**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.

**REQUIRED TEXTS AND COURSE 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**

You’ll need access to a digital device (laptop, tablet, or smartphone) capable of supporting digital artmaking, editing, and sharing. The course will experiment with additional equipment from the CVAD technology lab. While tools such as Adobe Creative Suite and Canva may be demonstrated, you are welcome to use any software or platforms you’re comfortable with. If you have access to more advanced software, tools, or technology you are welcomed to integrate into your coursework, but know that creative use of whatever resources you choose to utilize will guide how your work is assessed.

On the first day of class, you’ll complete a short form to share your access to technology, your personal interests, and your comfort level with digital tools. This will help shape the examples, resources, and options I include in the course moving forward. Your input will help ensure the course reflects who is in the room, not just what’s on the syllabus.

**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.

If you need more time for an assignment, or something’s getting in the way of your progress, reach out before the due date. Extensions can often be arranged, communication is key.

Absences, tardiness, and late work are the single greatest contributor to low grades and fails in this course. You will not be allowed to progress towards certification unless you pass this course, which requires mandatory observation reflections, observation hours, and teacher approval of all student logs in Watermark.

# **COURSE ASSIGNMENTS & GRADING BREAKDOWN**

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.

## **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)**

This first challenge introduces you to digital image-making as a space for exploration and self-reflection. You’ll create a “hybrid creature” using a mix of original and found materials — photos, drawing, scanned textures, video clips, or whatever’s available. The goal isn’t realism, but metaphor: how can layered imagery reflect identity, context, or change? We’ll also reflect on how this type of project might invite student voice in K–12 classrooms, and what constraints or supports could make it work at different grade levels.

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

This project centers on sequencing and story without relying on text. You’ll craft a three-frame visual narrative. The challenge lies in clarity and pacing: how can you express mood, motion, or conflict with only 3 frames? As we build, we’ll examine how narrative develops and how visual storytelling can support cross-curricular learning in art and beyond.

### **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, or movement….etc. 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 5: Reflective Media Piece - Artmaking as Pedagogy (15 points)** Instead of a traditional paper, your final project will be a self-produced creative media piece; a vlog, digital story, podcast, interactive presentation, or other tech-integrated format of your choosing, that creatively traces your development this as an artist and educator. This is both a reflection and a vision: Reflection: Revisit your projects, course texts, and classroom experiences. Consider how your ideas about creativity, artistry, and teaching have evolved. Highlight key moments, decisions, or discoveries that shaped your work. Vision: Articulate the kind of art educator you are becoming, and how digital and computer-based media can play a role in your teaching practice. You are encouraged to experiment — the form should reflect your voice and style. This is your opportunity to model the kind of creative freedom, risk-taking, and technical integration you might one day offer your own students.

## **PARTICIPATION & HOMEWORK (25 POINTS TOTAL)**

### **Class Participation – 15 points**

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 – 10 points**

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.

## **Final Grade Breakdown (Total = 100 points)**

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| Assignment | Points |
| Project 1: Hybrid Creatures | 15 |
| Project 2: Micro-Stories | 15 |
| Project 3: Immersive Space Design | 15 |
| Project 4: Group Digital Storytelling | 15 |
| Final Reflection Paper | 15 |
| Class Participation | 15 |
| Weekly Homework / Canvas Reflections | 10 |
| Total | 100 |

**ATTENDANCE/LATE WORK POLICY:**

Each student is allowed one unexcused absence. For more than one unexcused absence, the final grade will be lowered one letter grade. Please inform me if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. It is important that you communicate with me prior to being absent (if possible, at least an hour prior to the start of class), so you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals. Feel free to contact me for an assignment extension, but be sure to ask for one before the due date. You are responsible for completing all assignments and turning them in on the due date. If you are absent, you must e-mail work to me by the due date for it to be considered on time. Late assignments will be reduced one full letter grade. Late work will only be accepted up to one week after due date, except assignments due at the end of the semester, which will not be accepted late.

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**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

4research 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,

• ChatGTP 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>)

These AI tools can be used to help advance our learning and experimentation in this class, we will embrace these new tools where interesting and appropriate. However, it is important to understand these tools, if abused and used inappropriately to create work on behalf of students, can result in points deductions on assignments and/or participation.

**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.

**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.

**MENTAL HEALTH RESOURCES:**

UNT provides mental health resources to students to ensure there are numerous outlets to tum 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>

**UNT POLICIES**

**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.pdf

**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