

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ART AND ART HISTORY
Art 309 Foundations of Art Education
Fall 2021 Semester

Course Delivery Format:	Online web-based delivery - hybrid (synchronous and asynchronous).
Instructor: Office: Email: Office Hours:	Robert Kelly PhD AB 723 rkelly@ucalgary.ca By appointment and 30 minutes prior to every synchronous meeting session
Day(s), time(s) and location of class:	<ol style="list-style-type: none"> 1. Synchronous Scheduled Lecture Zoom Meeting times are every Monday and Wednesday from 9:30 a.m. to 10:45 a.m. 2. Designated Lab time is comprised of asynchronous meetings with individuals and small groups from the class as needed and requested specific to work in each learning task. <p><i>*Please Note – Any individual of small group can request a Zoom meeting at any time for help with course work. Meetings are arranged at the earliest convenience for both students and instructor. Emails are usually answered within 30 minutes during business hours Monday to Friday. Every effort will be made to respond to emails and/or to schedule Zoom meetings as soon as possible on weekends or outside of business hours.</i></p>
Course description:	An introduction to the history, theory, and philosophy of art education through participatory learning events. <i>*Please note that due to the current Covid 19 pandemic situation that the Calgary Board of Education is not allowing external visitors. This course has had to be adapted accordingly for this situation.</i>
Prerequisites and/or co-requisites:	N/A
Course Objectives:	By the completion of this course, successful students will be able to: <ol style="list-style-type: none"> 1. Articulate a basic philosophy for art education through art making, writing and presentation. 2. Identify/describe different approaches to art education through interaction with professionals in the field of art education. 3. Demonstrate the ability to design educational environments and learning experiences for a variety of art education contexts 4. Demonstrate an understanding of creative, collaborative, critical thinking, and communicative development conducive to artistic development to inform art education practice.
Required Textbooks of Readings:	<p>Required: Supplemental readings as posted in D2L throughout the course.</p> <p>Recommended: Stewart, M. (2018). <i>Launching the Imagination</i>. 6th Ed. McGraw-Hill. Sickler-Voigt, D. (2020). <i>Teaching and learning in art education: Cultivation students' potential from pre- K to high school</i>. Routledge.</p>

Assignments Descriptions, Due Dates & Evaluation

Assignment	Description	Due Date	Worth
Learning Task 1 (Individual) - Autobiographical Studio Portfolio of 2D, 3D, and 4D (time-based media or digital	This task involves the development of 3 original completed studio works of in	Complete Portfolio is due before class on Wednesday,	30% - (10% for each studio component). Assessment is based

<p>art) – The production and presentation of 3 studio explorations of original artwork inspired by a specific art curriculum document in each of the 2D, 3D and 4D modes of artistic production. These works will serve as demonstrations for Learning Task 2</p>	<p>each of the 2D, 3D, and 4D modes of artistic expression. These assigned works will be informed by specific art curriculum documents and ultimately serve as demonstrations for parts of Learning Task 2. This activity is based on the premise that any contemporary art educator should be competent across a wide range of artistic media and knowledgeable about the elements and principles of design across 2D, 3D and 4D artistic expression.</p>	<p>October 13, 2021 by uploading required material into the appropriate Dropbox under Assessments in D2L</p>	<p>on demonstrated capacity to develop and execute original works of art and their presentation showing:</p> <ol style="list-style-type: none"> 1. A mature level of media handling across diverse media. 2. A comprehensive understanding of the elements and principles of design across 2D, 3D and 4D artistic expression. 3. An ability to articulate artistic process across diverse media using appropriate vocabulary of elements and principles of design.
<p>Learning Task 2 (Small Group) – Learning Experience Design and Presentation of 2D, 3D and 4D Modes of Artistic Expression for 3 Art Education Contexts: K to 6 Formal Education; 7 to 12 Formal Education; and Community Art Education. These are based on specific curricular documents from provincial, state, or national art curricula.</p>	<p>This small group task involves the design and demonstration of art learning experiences and learning experience sequences informed by specific art curricular documents for three target audiences: K to 6 Formal Education; 7 to 12 Formal Education; and Community Art Education. Each group will be able to choose a specific target demographic within each of the 3 areas, to match interest areas of group members more closely.</p> <p>Studio demonstration examples from Learning Task 1 may be used as part of these assignments. Each group member will keep a metacognitive journal throughout this learning task to document contributions to the group.</p>	<p>All required work is to be uploaded into the appropriate Dropbox under Assessments in D2L before class on each due date.</p> <p>Due Dates: K to 6 Formal Education Component – November 1st, 2021</p> <p>7 to 12 Formal Education Component – November 15th, 2021</p> <p>Community Art Education Component – November 29th, 2021</p>	<p>40 % comprised of 10% group mark for each of the 3-group design/presentations and 10% grade for overall individual contribution to the group through the completion of a metacognitive journal.</p> <p>Assessment is based the demonstrated capacity and ability to interpret a formal art curriculum document and plan, present and demonstrate age and context-appropriate learning experiences that reflect curricular emphasis and engage student interest. Both group</p>

			and individual performance are assessed for this learning task.
Learning Task 3A (Individual) – Observation and Analysis of Formal Art Education Contexts through Written Description and Analysis of Virtual Art Education Professional Speakers (Individual).	Examination and analysis of artistic, creative development and curricular orientations of recorded professional art educator presentations from the field in lieu of field visits to school sites that are not permitted due to Covid restrictions. For each guest presenter a 500 - word annotation written in APA 7 style must be produced to include the following headings: Presenter Name and Professional Context, Summary, Assessment & Reflection. Writing Component – 2500 words.	These are each due 1 week after each presentation for upload into the designated Dropbox under Assessments in D2L. Presentation schedules vary and are subject to change due to professional schedules of presenters and the current covid situation.	20% - Assessment is based on accuracy in summarizing the main points of each presentation, a demonstrated capacity to analyse the educational orientation of the presenter with regards to artistic and creative development and to articulate the relevance of the content to your own artistic and educational development.
Learning Task 3B (Individual) – Art Education Creed	This is a 1000 word written articulation done in APA7 style of your personal beliefs and understanding as to what the concept of art is and what your understanding of art education is based on research of a minimum of 3 national and/or international curricular documents, the fields of art and art education and metacognitive reflective inquiry. (APA 7 style will be covered in class).	December 6 th , 2021 before class.	10% Assessment is based on demonstrated ability to articulate a personal philosophy of art education based on research of diverse formal curricular documents and contemporary art education literature.
Assessment expectations:	<p><u>Guidelines for Submitting Assignments:</u> All assignments are to be uploaded into the appropriate Dropbox folder under Assessments in D2L by the designated due date.</p> <p><u>Missed or Late Assignments:</u> Assignments that are submitted late after the posted due date based on the due date described in the individual assignment descriptions emailed to you and posted in D2L (not the course outline) are subject to a grade reduction of 1 grade reduction (e.g., B+ to B, B to B-) per late business day up to 3 business days after which the assignment is graded with a failing grade - F.</p> <p><u>Expectations for Writing:</u> Learning Tasks 3A and 3B will be written in APA 7 style format. APA 7 writing style will be covered in class.</p>		
Additional Costs and Information:	There will be additional art supplies needed for Learning Task 1 and to create demonstration components for art activities in Learning Task 2. These will vary from student to student depending on media that is chosen. Budget approximately \$100 CAD for these supplies		
Portfolios and Assignments:	The Dept of Art and Art History will not assume responsibility for lost or stolen portfolios or course work given to instructors for grading.		

Other Important Dates

Last day to drop course without financial penalty	Thursday, September 16
End of refund period	Thursday, September 16
Last day to add/swap course	Friday, September 17
Tuition and fee payment deadline	Friday, September 24
Last day to withdraw from course	Thursday, December 9

Grading Method and Grading Scale

Percentage	Grade	G.P.V.	Grade Definition
96-100	A+	4.0	Outstanding
90-95	A	4.0	Excellent-superior performance, showing comprehensive understanding of subject matter.
85-89	A-	3.7	
80-84	B+	3.3	
75-79	B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete.
70-74	B-	2.7	
65-69	C+	2.3	
60-64	C	2.0	Satisfactory – basic understanding of the subject matter.
55-59	C-	1.7	
53-54	D+	1.3	
50-52	D	1.0	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Fail – unsatisfactory performance or failure to meet course requirements.

Learning Technologies and Requirements:	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (d2L.ucalgary.ca).</p> <p>To successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> • A computer with a supported operating system, as well as the latest security, and malware updates • A current and updated web browser • Webcam (built-in or external) • Microphone and speaker (built-in or external) or headset with microphone • Current antivirus and/or firewall software enabled • Broadband internet connection
Campus Mental Health Resources:	<p>SU Wellness Centre and the Campus Mental Health Strategy</p>

	<p>Counselling and mental health support services are offered through Student Wellness Services. During COVID-19, you can access counselling services remotely via Skype for Business, Microsoft Teams, and telephone. Single Session Counselling appointments are available on a bookable basis. Book an appointment online or call 403-210-9355. For access to mental health support, email sar@ucalgary.ca. If you are a student in immediate distress, please contact the centre's after-hours partners:</p> <p>The Distress Centre:</p> <ul style="list-style-type: none"> • Call 403-266-4357, available 24/7. • Visit the Distress Centre website to access online chat from 3–10 p.m. on weekdays and 12–10 p.m. on weekends. <p>For additional crisis support from Wood's Homes Community Support Team:</p> <ul style="list-style-type: none"> • Call 403-299-9699 or 1-800-563-6106, available 24/7. • Text 587-315-5000 between 9 a.m. and 10 p.m. • Visit Wood's Homes website for live chat between 9 a.m. - 10 p.m.
Academic Standing:	For more information go to http://www.ucalgary.ca/pubs/calendar/current/f.html
Academic Accommodation:	<p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/</p>
Academic integrity, plagiarism:	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For more information go to http://www.ucalgary.ca/pubs/calendar/current/k.html or http://www.ucalgary.ca/pubs/calendar/current/e-2.html</p> <p>Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity</p>
Internet and electronic communication device:	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time.</p> <p>Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</p>

Deferral of Term work and exams	<p>For more information about deferring a final exam go to https://www.ucalgary.ca/registrar/exams/deferred-exams</p> <p>For more information about deferral of term work go to http://www.ucalgary.ca/pubs/calendar/current/g-7.html https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf</p>
Intellectual Property & Copyright:	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including presentations, textbooks, posted notes, labs, case studies, assignments, and exams).</p> <p>Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html</p>
Freedom of Information and Protection of Privacy:	<p>Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.</p> <p>For more information go to https://www.ucalgary.ca/registrar/student-centre/privacy-policy</p>
Ethics	<p>Whenever you perform research with human participants (i.e., surveys, interviews, or observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.</p> <p>For more information go to http://www.ucalgary.ca/pubs/calendar/current/e-5.html or https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb</p>
Additional Student Support:	<p>Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines</p>
Models:	N/A
Arts Students' Centre Program Advising	<p>Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 403-220-3580 or email us at ascarts@ucalgary.ca.</p> <p>You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.</p>