COURSE SYLLABUS

DESCRIPTIVE INFORMATION

A. ARE 6747  Assessment Seminar in Art Education

B. CATALOG DESCRIPTION

This course will further prepare art education doctoral students to identify and review landmark assessment research, and to design and conduct relevant art education research. Emphasis is placed on examining the nature of past and present assessment research in art education, various methods of conducting this research, and how it can translate into application and contribute to the knowledge base in the field.

Three (3) Credit Hours, class repeatable for 3 hours

Prerequisite--graduate standing and consent of instructor

Intended for art education graduate students

Instructor(s)  Dr. Thomas Brewer
Office Ed 122U  Phone 823-3714  email tbrewer@mail.ucf.edu
Hours:  TTH 2:30-4:30

C. STATEMENT OF COURSE GOALS AND OBJECTIVES.

Overall course objective: To research and assessment trends in Art Education.

Key for Standards

NS: National Standards
1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and culture
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between the visual arts and other disciplines

FSS: Florida Sunshine State Standards
1. The student understands and applies media, techniques, and processes
2. The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions in visual art
3. The student understands the visual arts in relation to history and culture
4. The student assesses, evaluates, and responds to the characteristics of works of art
5. The student makes connections between the visual arts, other disciplines, and the real world.

FEAP/PEC: Florida Education Accomplished Practices/Professional Education Competencies
SAC: Subject Area Competencies
ESOL: English to Speakers of Other Languages

1. The student will develop reflective practitioner skills through critical response and analysis to contemporary research and trends in art education. NS 6, FSS 5, SAC 18 (1-3), FEAP/PEC 3, 4, 8
2. The student will examine research and assessment trends in Art Education and express through an oral presentation and written report. SAC 18 (1-3), FEAP/PEC 3, 4, 8
3. The student will review and apply national and state curriculum standards. NS 1-6, FSS 1-5
4. The student will have membership opportunity and exposure to national and state professional associations. SAC 18 (2)
5. The student will strengthen analytic skills in educational criticism, through oral critique and presentation. SAC 15 (1-3), 20 (1-2), 21 (1-4), FEAP/PEC 8
6. The student will understand the history and implement national and state standards. NS 1-6, FSS 1-5
7. The student will work with the World Wide Web as a teacher resource. FEAP/PEC 12, SAC 9 (1-3)
8. The student will develop reflective practitioner skills through critical response and analysis of contemporary research and theory in Art Education. NS 4, FSS 3, SAC 12 (1-4), 13 (1-4), 14 (1-3), 15 (1-5), 16 (1-2), 17 (1-3) 18 (1-4) FEAP/PEC 4, 8

D. Required texts and readings

TBD


For info. contact Baker College Bookstore bookstore@baker.edu 800-339-9879. Can be purchased via Amazon.com

ARE 6747 Assessment Seminar in Art Education Readings, presented to students in pdfs

Suggested Readings


Eisner, E. Limits and uses of research in the teaching of Art. Videotape presentation at 1998 NAEA Conference in Chicago.


Writing a Research Proposal and a Research Report: Selected readings


E. ACADEMIC COURSE REQUIREMENTS INCLUDING SPECIFICATION OF REQUIRED PAPERS, PROJECTS/DEMONSTRATIONS, EXAMINATION.

Learning Activities

1. *Read and review current research and assessment studies in art education journals

2. *One group ppt. presentation along with one related article to be included in the ppt and hardcopy. Hand in the ppt. in a six slide per page format.

3. *Non-presenters turn in three written comments for assigned reading (1.5-2pgs)

4. *One Related Independent research ppt presentation addressing research design, methodology, procedures, or instrumentation. 2-3 new articles.

5. *One Revised proposal and ppt (assessment) to include review of literature primarily focusing on research design, methodology, procedures, and instrumentation.
6. *One Final Assessment proposal with problem statement, review of literature (8-10 references), assessment design and methodology, assessment measures, results, (10-15 pgs.) Powerpoint presentation required.


* FEAP/PEC major program artifacts to be assessed by program rubric:
  4 Critical Thinking

All written assignments must be typed and follow the APA form for quoting materials and listing references. If you use internet sources you must provide the address and a hard copy of the text. No grade will be assigned if there are any questions about quoted materials.

Professionalism includes absences, punctuality, and cooperative attitude.

E. MAJOR TOPICS OF COURSE.


Secondary concepts of course: Historical importance of research in art education. APA format for writing style. Collaboration between researchers. Multi-cultural studies. Interdisciplinary or integrated research.

G. EVALUATIONS AND GRADING INCLUDING THE WEIGHT OF EACH DESIGNATED COURSE REQUIREMENTS LISTED IN (ACADEMIC REQUIREMENTS) AND CONVERSION TO UNIVERSITY GRADING SCALES.

Evaluation will be done according to the grade assigned by the professor that corresponds to the quality of works completed during the semester.

ASSIGNMENTS AND POINTS

One ppt presentation + related article (6 per pg) 40
Three assigned readings and comments 4 x 20 points 80
Related Independent Research ppt 40
Revised Research Proposal 40
Professionalism 10
Final powerpoint presentation (20 mins) 50
Assessment proposal, statement of problem, review of literature, research design, methodology,
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<th>Assessment Tool</th>
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Total points for course may change during the semester.

Conversion to university grading scales.

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H. **Mode of Instruction-Specific Percentage of Instructional Delivery, e.g. Lectures, Class Discussion and Presentations, Field Study, etc.**

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<td>Discussion</td>
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<td>Demo/present</td>
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<td>Field Study</td>
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I. **Administrative Course Requirements Including Specification of Policies related to such matters as Attendance and Late Assignments.**

**Attendance Policy**

The maximum number of unexcused absences for a studio or lecture course is equivalent to the number of class meetings per week with the exception of summer school, when the number of unexcused absences shall be one (1). An instructor may impose a penalty at his/her discretion for unexcused absences in excess of the prescribed number by penalizing the student's grade (as part of professionalism).

Work missed in class due to absence is the student's responsibility. Students must obtain class notes, information about what activities were covered, etc., from classmates and complete the work missed due to absence. The professor is not responsible for seeing that you make up work due to absences. Late papers due to absence will be penalized by grade and must be turned in the next class meeting.

J. **Bibliography--Specify Supplementary Readings Related to the Course Topics.**


