PSU Graduate Independent Study Form

Independent Study Title: AR 591
Professional Studies in Art Education: Instructional Planning and Pedagogy for Art Education
Instructor: Dr. Cynthia Vascak
Fall Semester

Abstract

This Independent study will provide the equivalency of AE306 at the graduate level. Providing extended study of constructivist methodology and feminist ethics for art education and diverse student populations with an emphasis on adolescent development and instructional planning at the middle/high school levels. Components include community and citizenship, multicultural education, diversity issues, and inclusion. Standards-based unit planning at the secondary level will address interdisciplinary and multicultural social themes. A twenty hour school observation/teaching component is required. Study will encompass content of AE 306 and extend to an applied research project and extended theoretical readings in Art Education.

Major Objectives

1. Develop mentor relationships with professional in the field whose experiences represent diversity of perspective, culture, and context. CECK
2. Apply knowledge of adolescent development to the design of meaningful and relevant Art Education thematic units, activity planning, and community building. CK
3. Engage in dialectical inquiry regarding contemporary issues and problem-based collaborative challenges in the field of Art Education and Education with Peers, Instructors, and guest professionals. CECK
4. Cultivate understandings of the holistic nature of artistic communication, creative process, and aesthetic engagement and apply to community planning, unit planning, lesson planning, and field experience. CHECK
5. Enhance personal confidence as a future Art Educator through mentor Field experience and opportunity to directly implement lessons and methods. CHECK
6. Analyze students’ holistic needs in relation to the development of a caring classroom community and develop a set of instructional tools, values, and Developmental understandings which can be applied to the planning and practice of community building. CHECK
7. Connect the goals of Multi Cultural Education with Goals of Art Education, Ethics of Care, and social responsibility with applied thematic unit planning, Essential questions, and problem-based learning. HECK
8. Design relevant, meaningful, and developmentally appropriate thematic units which support national and state standards, and which provide sequential Scaffolding of learning and Interdisciplinary content connections. HECK
9. Analyze the goals of Inclusion, the practice of Inclusion, and develop
Capabilities of instructional modification and community building strategies which prevent the marginalization of any child.

10. Identify educational practices which diminish community, foster marginalization, and perpetrate stereotypes and dualistic attitudes.

11. Identify and integrate explicitly critical skills and higher order thinking with units and lesson planning and evaluation.

12. Prepare a research paper and presentation representing ability to apply theoretical readings to identified issue/concern facing art educators today working with High school students and challenges of promoting tolerance.

Procedures
- Class attendance and participation with AE306
- Completion of all AE306 reading assignments with reflective writing
- Completion of all AE306 assignments
- Completion of additional readings from bibliography: to be applied in Research paper
- Research project to be designed with instructor.
- 20 hours of classroom observation in art classes and elementary classroom

Personal Portfolio

Extended Bibliography:
- Jane Roland Martin, School Home
- Nel Noddings, The Challenge to Care in Schools
- Rachel Kessler, The Spirit of Education
- Arthur Costa, School As A Home for the Mind
- Maxin Greene, readings from Releasing the Imagination

Selected Articles

Requirements:

1. Completion of all reading assignments with reflective papers.
2. Completion of all AE306 assignments
3. Personal Portfolio
   - Following criteria established in AE306
4. 20 hours of observation with documentation report