



ROCHESTER INSTITUTE OF TECHNOLOGY
COURSE OUTLINE FORM

COLLEGE OF IMAGING ARTS & SCIENCES

School of Art

REVISED COURSE: CIAS-ARED-704-MethodsInTeachingAndLearning

1.0 Course Designations and Approvals

Required course approvals:	Approval request date:	Approval granted date:
Academic Unit Curriculum Committee	1/13/11	1/14/11
College Curriculum Committee	3/14/11	3/25/11

Optional designations:	Is designation desired?	*Approval request date:	**Approval granted date:
General Education:	<input type="checkbox"/>	X	
Writing Intensive:	<input type="checkbox"/>	X	
Honors	<input type="checkbox"/>	X	

2.0 Course information:

Course title:	Methods in Teaching and Learning
Credit hours:	3
Prerequisite(s):	None
Co-requisite(s):	None
Course proposed by:	Professor Carole Woodlock
Effective date:	Fall 2013

	Contact hours	Maximum students/section
Classroom	3	15
Lab		
Studio		
Other-Homework	6	

2.a Course Conversion Designation* (Please check which applies to this course).**

X	Semester Equivalent (SE) Please indicate which quarter course it is equivalent to: 2011-701 Art Ed Methods/Materials
	Semester Replacement (SR) Please indicate the quarter course(s) this course is replacing:
	New

2.b Semester(s) offered (check)

Fall X	Spring	Summer	Other
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All courses must be offered at least once every 2 years. If course will be offered on a bi-annual basis, please indicate here:

2.c Student Requirements

Students required to take this course: (by program and year, as appropriate) Graduate Students in MST Visual Arts-All Grades
Students who might elect to take the course: Other graduate students with permission from the instructor

3.0 Goals of the course

<p>3.1 To be knowledgeable about the methods and materials for teaching art education at the Elementary level.</p> <p>3.2 To sensitize students to the importance of understanding all learners.</p> <p>3.3 To develop lesson & unit planning at the elementary level.</p> <p>3.4 To assist students in establishing a broad understanding of art making.</p> <p>3.5 To develop awareness of a range of teaching methods and learning theory.</p> <p>3.6 To develop knowledge of State and National standards.</p> <p>3.7 To develop conceptual and procedural knowledge of assessment tools & strategies.</p> <p>3.8 To develop critical thinking skills.</p> <p>3.9 To develop research skills.</p> <p>3.10 To develop communication & leadership skills.</p> <p>3.11 To develop skills with traditional and new technologies.</p> <p>3.12 To prepare teachers to promote the well-being of all students.</p> <p>3.13 Work towards excellence in teacher standards as outlined by State and National organizations in art and education.</p> <p>3.14 To prepare teachers as leaders and advocates for the teaching of visual art education in the B-12 classroom environment.</p> <p>3.15 Enable students to make valuable contributions to their professions; communicate effectively and utilize creativity, critical thinking innovative problem solving, aesthetic understanding, cross-disciplinary study and cultivate social responsibility.</p>

4.0 Course description

Course Number: ARED-704

Course Name: Methods in Teaching and Learning

Short Course Title: Methods in Teach and Learning

Prerequisites: None

Classroom 3, Studio 0, Credit 3, Fall

This course will explore the process of teaching art in the public school classroom at the Elementary level. Theories and practices relevant to teaching and learning in visual art will be addressed. Students will be encouraged to explore highly structured as well as highly experimental approaches to teaching art. Projects will include lesson-planning, unit planning, classroom management, investigating new technologies, urban education, action research, and other relevant topics, such as: human development, students with disabilities, multiple intelligences, assessment processes and personal inquiry as reflective practice. This course has a field experience component of 30 hours.

5.0 Possible resources (texts, references, computer packages, etc.)

- 5.1 Anderson, T. & Milbrandt, M (2005) *Art for Life Authentic instruction in Art*. Magraw Hill: New York
- 5.2 Bates, J. (2000). *Becoming an Art Teacher*. Wadsworth: Belmont, CA.
- 5.3 Lankford, L. (1992). *Aesthetics: Issues and Inquiry*. NAEA: Reston, Virginia.
- 5.4 Simpson, J. (Ed.) (1998). *Creating Meaning Through Art*. Prentice Hall: New Jersey.
- 5.5 Klein, S. (Ed.) (2003). *Teaching Art in Context: Case Studies for Preservice Art Education*. NAEA: Reston, Virginia.
- 5.6 Susi, F. (1995). *Student Behavior in Art Classrooms: The dynamics of discipline*. NAEA: Reston, Virginia.
- 5.7 Balick, D. & Palmer Wolf, D. (Eds.). (1999). *Interdisciplinary learning powered by the arts*. Portsmouth, NH: Heinemann.
- 5.8 Barrett, T. (1994). *Criticizing art: understanding the contemporary*. Mountain View, CA.: Mayfield Publishing Company.
- 5.9 Berger, J. (1972). *Ways of seeing*. London, UK: Penguin Books.
- 5.10 Gregory, D. (Ed.) (1997). *New Technologies and Art Education: Implications for Research, and Practice*. Reston, Virginia: NAEA.
- 5.11 Anderson, T. & Gussak, D. & Hallmark, K. & Paul, A. (Eds.) (2010). *Art Education for Social Justice*. Reston, Virginia: NAEA.
- 5.12 On-line resources and relevant periodicals in Art and Education such as: *Journal of Multicultural and Cross-Cultural research in Art Education, Art Education, Studies in Art Education, Journal of Aesthetic Education, School Arts, Arts Journal, Visual Arts Research, Journal of Contemporary Art, The International Journal of Art & Design Education, and the International Journal of Education & the Arts*.

6.0 Topics (outline):

6.1	Methods of teaching and learning theory at the elementary level
6.2	Long and short term unit development and assessment at the elementary level
6.3	Lesson development
6.4	Instructional material selection: learning through doing
6.5	Appropriate teaching techniques for primary grades
6.6	Critical thinking, problem solving skills, and time management in teaching and learning
6.7	Lesson adaptation for special populations and diverse students
6.8	Design of effective methods for assessing student learning at the elementary level
6.9	Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction
6.10	National and State standards in art education: analysis and application
6.11	Curriculum requirements content and analysis
6.12	Exploration of literature in the field on methods and materials
6.13	Use of technology in the art classroom
6.14	Overview of class management and discipline issues throughout grades K-12
6.15	Contemporary issues of classroom instruction
6.16	Developing a teaching methodology-research and practice
6.17	Reflective process as a form of inquiry: connecting theory and practice

7.0 Intended course learning outcomes and associated assessment methods of those outcomes

Course Learning Outcome	Assessment Method
7.1 Express procedural knowledge and self knowledge on appropriate teaching methods and materials at the Elementary level	Assignments, Project
7.2 Demonstrate knowledge of lesson and unit planning	Assignments
7.3 Create age appropriate materials & methods for teaching the visual arts at the Elementary level	Assignments, Projects
7.4 Develop differentiation in lessons and units	Assignments
7.5 Develop & evaluate classroom management skills	Assignments, Project
7.6 Develop research skills supported with technology	Assignments
7.7 Observe and critique contemporary art classrooms through 30 hours of Field Experience.	Project, Field Experience Log Book
7.8 Develop and demonstrate pedagogical knowledge	Assignments, Exam
7.9 Demonstrate a developing craft of effective communication skills	Assignment, Critique

8.0 Program outcomes and/or goals supported by this course

8.1	To meet the NAEA professional standards for visual arts educators and teacher preparation programs.
8.2	To align with the goals of the New York State Learning Standards in the Visual Arts.
8.3	To meet the TEAC (Teacher Education Accreditation Council) goals for a

	Teacher Preparation Program in the Visual Arts K-12.
8.4	To prepare teachers to promote the well being of all students.
8.5	To work towards excellence in teacher standards as outlined by state and national organizations in art and education.
8.6	To prepare teachers as leaders and advocates for the teaching of visual art education in the classroom environment.
8.7	To prepare teachers of art to be lifelong learners, and supportive of the multiple needs of the students in their classroom.
8.8	To prepare teachers to utilize new technologies throughout their teaching and learning experiences.
8.9	To prepare excellent teachers of the visual arts who are dedicated to: pedagogy of engagement, the visual arts as a valued discipline within the school curriculum, and the reflective practice of their day-to-day teaching experiences.

9.0 General Education Learning Outcome

N/A

10.0 Other relevant information (such as special classroom, studio, or lab needs, special scheduling, media requirements, etc.)

10.1	Plug-and-Go classroom
10.2	Field Experience of 30 hours required.