

Education Development Center (EDC) Course Syllabus

University:	Worcester State University
Course Title:	Online and Blended Instructional Strategies for Teaching Art
Dates & Site:	Beginning Summer, 2017 for multiple years in a facilitated online course
Audience:	Middle, High School, CC Teachers, Art Educators and Professionals
Graduate Credit:	One
Instructor:	Kirsten Peterson, kpeterson@edc.org , 617.618.2780

Audience: This course is intended for middle, high school and community college educators of art, ELA and/or history courses, as well as museum and community organization educators.

Course Description: This course focuses on strategies for effective online and blended instruction of art appreciation and studio art concepts.

In this course, educators will explore the pedagogy in teaching from works of art, learn key online and blended instructional design strategies, and master how to use a collection of online tools that support collaboration and curation. The course readings and activities bring the concepts of blended and online instruction to a high level, encouraging deep reflection and conversation about creating successful learning communities, promoting student collaboration, and enhancing instructive techniques. Educators work both individually and collaboratively throughout the course. Educators will learn online and blended strategies for discussing, interpreting, and critiquing artworks – as they make connections between art, history, and ELA, they will practice and apply the skills of curation to create digital exhibits using a custom online portfolio tool that can be later used in their own classrooms.

To apply what they learn in the course, educators will complete an Online Instructional Strategies Template in which they detail an implementation plan for their schools/organizations.

Learning Goals and Objectives

During this facilitated course, educators will:

- Build knowledge of the art critique process;
- Differentiate blended and online instruction by delivering content in diverse ways;

- Implement and facilitate blended and online collaboration and group work activities;
- Gain insight into how to maintain student engagement and motivation in online and blended environments;
- Deepen understanding of the characteristics of effective online learning communities;
- Explore ways to use digital tools to support communication and curation;
- Understand strategies for making connections between art, history and English Language Arts; and
- reflect on current practices and plan ideas to apply in their schools/districts.

Course Structure

This online, self-paced professional development course has a short orientation session and four content-based sessions. Each content session includes readings, videos, and activities that ask participants to apply what they learn. The time for completing each content session is estimated to be about five hours and the total amount of time required for the entire course is estimated to be 20 hours. The four sessions are:

Session One: Skillful Instruction through Works of Art

Session Two: Supporting Collaboration and Curation Online

Session Three: Meeting Diverse Learning Needs through Blended and Online Strategies

Session Four: Developing an Implementation Plan

Course Expectations, Assignments, and Products

The following criteria will be used to determine successful completion of the course:

- Completion of all assigned readings and activities in each session;
- Completion of all interactive self-checks;
- Completion of each Session Assessment and the Final Assessment with a score of 80% or higher;
- Completion of the Final Project: **Online Instructional Strategies Template**;
The goal of the final project is for educators to plan ways to apply ideas from the course in their classrooms. In each session, educators are required to work on a section of the template that has questions about the specific topics in that

session. They need to reflect on their current practices to identify strengths and areas for growth and to identify session ideas to apply in their work. At the end of the course, they use their session reflections/plans to make a comprehensive plan for how they will implement online and blended instructional strategies to support teaching art. They need to describe their goals and the actions they will take as well as providing a rationale that makes connections to the course content.

Session Overviews

Orientation:

The Orientation session is designed to help familiarize course participants with the structure and format of this self-paced online course. The session provides guided activities that help participants become familiar with the course navigation and organization, as well as making sure that their computers are set-up to take this online course. As a last step, participants will try out one of the technology tools to introduce themselves to the community of fellow educators in the course.

Session One: Skillful Instruction through Works of Art

Session One begins with an introduction to the course's central topic, *skillful instruction in blended and online environments through works of art*. Starting from the context of using artworks to frame discussion, educators will learn how to create learning experiences for their students around the higher order thinking skills of evaluation and critique. The central instructional strategies covered in this session focus on the key qualities of effective online learning communities, as well as strategies for creating and maintaining them. Educators will examine in particular the importance of the online discussion as a central location for learning community interactions and will study what constitutes a substantive contribution in an online forum. In this session and throughout the course, participants have opportunities to reflect on current practices and to identify, document and share ideas to apply in their classrooms.

Session Two: Supporting Collaboration and Curation Online

This session focuses on effective ways to facilitate collaboration and to incorporate group work into an online course. A dual focus is on the process of curation, both individually and within a group. In particular, skills for teaching the process of collecting, pruning and organizing content around one or more particular themes or topics will be covered in this session. Educators will complete several readings that outline suggestions for planning and facilitating collaborative learning activities. Educators will also explore tools for assisting with virtual group work and curation, and decide which of those tools they want to incorporate into their own practice to help enhance student learning.

Session Three: Meeting Diverse Learning Needs through Blended and Online Strategies

In Session Three, educators explore how they can take advantage of the online environment to learn more about students and to structure course content and facilitation strategies to most effectively meet students' individual needs. Educators will read about personalized learning and differentiated instruction and will explore a collection of assistive technologies and tools that can help vary how material is presented to students – not just online but within a blended environment as well.

Session Four: Developing an Implementation Plan

Session Four focuses on aligning the concepts covered throughout the course to each educator's personal context, environment, students and overall learning goals. Educators will complete work on the Online Instructional Strategies Template by using their session reflections/plans to make a comprehensive plan for how they will implement online and blended instructional strategies to support teaching art. As part of the Template, educators will describe their goals and the actions they will take (including a proposed timeline) as well as provide a rationale that makes connections to the course content.