

Teaching Art in Context

Case Studies For
Preservice Art Education

Sheri Klein, Editor

National Art Education Association

Teaching Art In Context Case Studies For Preservice Art Education

**Rebecca Y. P. Kan, Christopher S. G.
Khoo**



Teaching Art In Context Case Studies For Preservice Art Education:

Teaching Art in Context Sheri Klein, 2003 **Arts Education in Action** Sarah Travis, Jody Stokes-Casey, Seoyeon Kim, 2020-11-23 Arts educators have adopted social justice themes as part of a larger vision of transforming society Social justice arts education confronts oppression and inequality arising from factors related to race ethnicity nationality religion class ability gender and sexuality This edition of Common Threads investigates the intersection of social justice work with education in the visual arts music theatre dance and literature Weaving together resources from a range of University of Illinois Press journals the editors offer articles on the scholarly inquiry theory and practice of social justice arts education Selections from the past three decades reflect the synergy of the diverse scholars educators and artists actively engaged in such projects Together the contributors bring awareness to the importance of critically reflective and inclusive pedagogy in arts educational contexts They also provide pedagogical theory and practical tools for building a social justice orientation through the arts Contributors Joni Boyd Acuff Seema Bahl Elizabeth Delacruz Elizabeth Garber Elizabeth Gould Kirstin Hotelling Tuulikki Laes Monica Prendergast Elizabeth Sacc Alexandra Schulteis Amritjit Singh and Stephanie Springgay

Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latinas/os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and

fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents *Handbook of Research and Policy in Art Education* Elliot W. Eisner, Michael D. Day, 2004-04-12 This work provides an overview of the progress that has characterized the field of research and policy in art education It profiles and integrates history policy learning curriculum and instruction assessment and competing perspectives

Action Research Methods S. Klein, 2012-06-18 In Action Research Methods the authors acknowledge that the methodology component is where most of the struggle and confusion lies with students in research methods courses The overall aim is to assist master s level education students with practical and theoretically grounded approaches to the action research process

The Aesthetic Dimensions of Educational Administration & Leadership Eugenie A. Samier, Richard Bates, 2006-11-22 The question of aesthetics as a theoretical framework for thinking about modern leadership issues in educational settings is an emergent area of inquiry that is receiving considerable attention There is a growing sense that the mechanistic approach to leadership which has been widely encouraged over the last ten years is sterile and that a more philosophical approach is now required This approach is covered here taking into account the importance of aesthetics on all aspects of the administrative and leadership world the ways ideas and ideals are created how their expression is conveyed the impact they have on interpersonal relationships and the organisational environment that carries and reinforces them and the moral boundaries or limits that can be established or exceeded While presenting a significant departure from conventional studies in the field the international contributors reflect a continuity of thought on administrative and leadership authority from the writings of Plato through to current theory

International Perspectives on Maladministration in Education Eugenie A. Samier, Peter Milley, 2018-04-19 This volume develops a theoretical and critical foundation for understanding maladministration the phenomena of harmful administrative and organisational behaviours in educational systems Chapter authors provide theoretical and practice based perspectives across international contexts regarding common destructive practices that occur in educational organisations such as negligence and mistreatment of people professional dishonesty fraud and embezzlement abuse of power and corrupt organisational cultures International Perspectives on Maladministration in Education shines a light on this complex topic by examining various practices at individual group organisational and system levels the contexts and influences that give rise to them and potential remedies to ensure more accountable just and safe institutions

Trust and Betrayal in Educational Administration and Leadership Eugenie A. Samier, Michèle Schmidt, 2010-06-29 This collection explores critical and foundational theory for

trust in educational administration and leadership as it influences a broad range of topics such as ethics governance diversity policy management and power It demonstrates the relevance of this foundation to practical issues and problems internationally both within the organizational context and extra organizationally Contributors from throughout the world focus on the application of trust factors as they affect our understanding of and practice in educational organizations This volume will be of interest to students and faculty of educational administration theory the policy and politics of education and educational leadership as well as practitioners and policy makers Visual Arts Research ,2008 Revolutionizing Arts Education in K-12 Classrooms through Technological Integration Lemon, Narelle,2015-04-30 Educational technologies are becoming more commonplace across the K 12 curriculum In particular the use of innovative digital technology is expanding the potential of arts education presenting new opportunities and challenges to both curricular design and pedagogical practice Revolutionizing Arts Education in K 12 Classrooms through Technological Integration brings together a variety of perspectives research and case studies that emphasize a pedagogical awareness of diverse learning styles while highlighting issues of ethics and equality across the educational landscape This timely publication is aimed at K 12 arts educators leading classrooms focusing on dance drama media music and the visual arts as well as pre service teachers museum and gallery educators policymakers and designers of academic curricula *Resources in Education* ,2001 **Learning in and Through Art** Stephen M. Dobbs,1998 This Handbook provides a practical straightforward guide to the theory and practice of discipline based art education This comprehensive approach to art education has transformed the way students create and understand art it also offers opportunities for relating art to other subjects as well as to the personal interests and abilities of young learners This completely revised edition explains how DBAE draws content from the disciplines of art making art criticism art history and aesthetics and shows how the practice of DBAE in schools over the past several years has influenced how art is taught today Signature Pedagogies for Professions in Arts and Design Rebecca Y. P. Kan,Christopher S. G. Khoo,2025-03-14 This open access book surveys the dynamic landscape of professional arts and design education research examining salient concepts and issues through the lens of signature pedagogies as an analytical framework The arts and design professions covered in this book are music dance theatre fashion design design and media and fine art Chapters in the book present a combination of reflective accounts in depth analyses and empirical research findings shedding light on the education of students for productive and meaningful careers in the arts and design They examine how concepts issues methods and practices relate to habits of the mind hand and heart Pedagogical insights on creative uncertainty designerly formations evocative ambiguity generative apprenticeship reflexivity transition truth and artistic tradition and heritage are explored with nuance and depth The book constitutes a collective effort of artist educators at the Nanyang Academy of Fine Arts University of the Arts Singapore in documenting a shared institutional heritage which is continually rejuvenated through critical engagement with contemporary challenges They examine the tensions embedded in the signature pedagogies and

possible solutions to address them at the micro e.g. classroom or practicum meso e.g. program and macro e.g. institution levels. In the process the book highlights research issues and directions for arts education researchers while also offering ideas that artist educators can explore and incorporate into their teaching. [International Handbook of Research in Arts Education](#) Liora Bresler, 2007-09-04. Providing a distillation of knowledge in the various disciplines of arts education: dance, drama, music, literature, and poetry, and visual arts, the Handbook synthesizes existing research literature, helps define the past and contributes to shaping the substantive and methodological future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the lived practice of art and of education, capturing the vibrancy and best thinking in the field of theory and practice. The Handbook is organized into 13 sections, each centering on a major area or issue in arts education research. These areas include: History of arts education, curriculum, evaluation, cultural centers, appreciation, composition, informal learning, child culture, creativity, the body, spirituality, and technology. The individual chapters address cross-cultural research related to the central theme of the section from the perspectives of the particular arts discipline. Interludes provide reflective thoughts on the theme.

Resources in Education, 1997 *Current Index to Journals in Education*, 1999 *Studies in Art Education*, 1997

The History of Art Education Albert Arthur Anderson (Jr.), Paul Erik Bolin, 1997 *The SAGE Handbook of Research on Teacher Education* D. Jean Clandinin, Jukka Husu, 2017-06-14. The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education; Section Two: Learning Teacher Identity in Teacher Education; Section Three: Learning Teacher Agency in Teacher Education; Section Four: Learning Moral/Ethical Responsibilities of Teaching in Teacher Education; Section Five: Learning to Negotiate Social/Political and Cultural Responsibilities of Teaching in Teacher Education; Section Six: Learning through Pedagogies in Teacher Education; Section Seven: Learning the Contents of Teaching in Teacher Education; Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career; Section Nine: Learning with and from Assessments in Teacher Education; Section Ten: The Education and Learning of Teacher Educators; Section Eleven: The Evolving Social and Political Contexts of Teacher Education; Section Twelve: A Reflective Turn. This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies. *Connected Learning: Origins, Opportunities, and Perspectives of Contemporary Educational Design* Henning Schoenenberger, 2024-05-27. This book offers a unique machine-generated overview of the current state of research in Connected Learning: Networked Learning, Digital Badges, Micro-Credentials, and Lifelong Learning. The concept of Connected Learning picks up learners where they are and that is no longer just the classroom or seminar room. Connected Learning seeks to understand the context of learning and the motivation of learners in

order to design a more contemporary and effective learning experience Central to this is the understanding that Connected Learning is collaborative and takes place in peer to peer networks that it is based on participation problem orientation and application and that the more personalised the learning the more interested learners are This volume condenses and synthesizes research from a large variety of English language articles into a concise yet comprehensive overview Readers will benefit from the selection and synthesis of articles that allow them to get a quick understanding of the research area while also being able to click through to the original sources to dive deeper into any particular topic This volume is a key source of information and insight for those interested in the current research as well as serving as an inspiring starting point for their own research

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