

Course Syllabus

Instructor: Mari B. Atkinson

Presented by: Schack Art Center, 2921 Hoyt Ave, Everett, WA 98201

Title of course: Spring Teacher Workshop - ART HOW2'S 2019: DESIGNING COLLABORATIVE CREATIVE LEARNING EXPERIENCES

Dates: April 17, 24, May 1, & May 8, 6-8:30 pm

Number of credits and or CEUs (clock hours): 1 SPU credit with completion of four class sessions and related assignments or 7 or 10 SPU/Everett SD Clock Hours

Prerequisite: none

Instructor Information:

Mari Atkinson is a National Board-Certified Teacher in EAYA Art and teaches visual art for Snohomish SD at Valley View Middle School. She has a Master of Language Arts degree from Seattle Pacific University and an Art Education BA from Carroll University. Mari is part of the Schack Art Center Education Committee. She is a *past* Co-President for the Washington Art Education Association (WAEA), serves with the OSPI Arts Leadership Cadre, and as the WAEA representative for ArtsTime. Mari has presented nationally on authentic assessment; was awarded the Art Advocate of the Year in 2016, the WAEA Middle Level Art Educator 2017, and is the 2018 WAEA State Visual Art Educator of the Year.

Course Description:

Visual art interdisciplinary teaching enables students to become creative, confident problem-solvers and makers. In this workshop participants will learn how to facilitate the design thinking process by using their own curriculum to frame their lessons, make connections to other content areas, and acquire techniques for guiding students toward developing the necessary mindset and skills to thrive in today's world. Topics include Discovery and Ideation, Refining Ideas and Working with Constraints, Experimentation and Prototypes, and Presentations as a grand finale. Activities will be grade level adaptable and budget sensitive.

Series offered for SPU credit/clock hours or Everett SD clock hours.

Methods of Instruction: Lecture, demonstrations, group discussions, collaboration, and hands-on learning activities.

Course Objectives / Learning Outcomes:

- Participants will create connections between visual art and their grade level curriculum, by using design thinking to drive the development of students' critical and imaginative thinking.
- Participants will understand how to prepare students for future careers that may not yet exist today, by acquiring ideas for teaching empathy and adaptability.
- Participants will learn how to adapt their curriculum to provide innovative activities that include the design process: (1) Determine a problem to be solved (2) Brainstorm (3) Prototype (4) Share and Gather Feedback.

- Participants will understand how to design activities that will impact their students in the long run, by learning to adapt ideas and see things from another person's perspective.
- Participants will be able to identify possible problems and reframe them as actionable opportunities for their students.
- Participants will learn how to present Design Thinking to their students by sharing that many engineers use the steps of the design process to help find good design solutions to problems.
 - (1) First engineers consider the need. What does the thing you are making need to do?
 - (2) What is the problem you're trying to solve? Write a problem statement, which is a short, carefully thought-out sentence about what problem or challenge you are trying to solve (i.e. How might we...)
 - (3) The most important step: Brainstorm different ideas that might be possible solutions to the problem statement and look at the problem in different ways. The more ideas you consider, the more likely you will find a great solution.
 - (4) Select the best design by narrowing ideas from many to a few best ideas by making a list of requirements and/or constraints.
 - (5) Communicate the design so that others understand why your design works and how it is a solution to the problem statement.
 - (6) Create (build and test) a model or prototype of the design to make sure it works by analyzing whether or not it addresses the problem adequately.

Content/topics for each Session:

Session One: April 17, 2019, 6:00-8:30 p.m. Focus: Observe - Problem Statement - Brainstorm

Participants will be introduced to Design Thinking by reviewing the 21st Century Skills as essential for students to learn in order to thrive in the increasingly complex life and work environments in the 21st century. These include: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration. Visual art will be presented as the core area that brings other disciplines together by guiding students to create with more meaning, interest and success in learning as the guiding and motivating feature throughout the workshop. Participants will collaborate in grade level or curriculum content area groups to consider a need / problem to be solved, write a problem statement, and brainstorm ideas for designing a solution.

Session Two: April 24, 2019, 6:00-8:30 p.m. Focus: Select Design and Refine Ideas

Participants will narrow down and select the design that best fits their solution. Adjustments may be made to the Design Problem, as participants look at and interact with other's work, provide feedback and debrief the experience. Participants will then begin creating and constructing their prototype, as a visual art response. Various types of models will be presented (e.g. a conceptual model is a precise hand-drawn sketch).

Session Three: May 1st, 2019, 6:00-8:30 p.m. Focus: Experimenting & Planning Presentation

Participants will finish creating and testing their product, while reviewing for improvements and iteration. Collaboration will be focused on improving the design or adding a new feature. After completing their project, groups will have a variety of options for planning a presentation.

Session Four: May 8th, 2019, 6:00-8:30 p.m. Focus: Presenting Projects and Assessment

Participants will present their projects and curriculum connections to share with others what they have learned. They will also challenge and expand on their understanding of the topic by having others ask questions. Participants will include the following in the discussion following their presentation:

- 1) What went well during the process?
- 2) What did you learn along the way?
- 3) What surprised you about this experience?
- 4) How would you alter your learning experience for next time?

Course text, readings, or required materials: None

Course Assignments / Assessment of Objectives / Criteria for Final Grade:

For a 'B' Grade or Pass/ Fail: Participants must attend four full sessions of classes and complete all activities presented by the instructor. In addition: Prepare a one-page reflection paper or a process journal visual entry, a narrative reflection, a list of ideas and/or goals, or a lesson plan. Apply your goal for implementing standards, activities, and/or any ideas gleaned from the course content.

For an 'A' Grade: Participants must attend four full sessions of classes and complete all activities presented by the instructors. In addition: Construct a lesson plan for your classroom, utilizing one of the hands-on projects. Your lesson plan may be completed in any format most applicable for you to use. Regardless of the format, be sure to include the following components:

> Design Thinking:

Design Challenge Question - *How might we...* Find the intended problem to be solved and the desired outcomes within your lesson plan.

Brainstorm - Explain how you will include brainstorming rules for your students.

Create - Explain how you will guide students to experiment, play, sketch, and construct through cycles of creating, reflecting, revising, and selecting an effective solution.

Share and Gather Feedback - How will you organize and manage student presentations and assessment.

For Clock Hours Only: Attend four full sessions for 10 clock hours or three full sessions for 7 clock hours and complete all activities in class.

All assignments are due to the instructor of record no later than one week after the last scheduled session (Wednesday, May 15th, 2019). They can be sent to:

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Unit 108

Mukilteo, WA 98275

Or Email: maribethmba@gmail.com

Bibliography: none

Plans for transferring skills to the work setting:

- *Peer observation / coaching
- *Practice Skills in the workshop
- *Discussion / Question-Answer