

2021 Art Education Graduate Research Seminar

Sarah Selinger

Community Art and Public-School Partnership: A case study of the participation of one public-school art program with the East Austin Studio Tour

This thesis examines the benefits for teachers and students when they participate in community art initiatives, especially the East Austin Studio Tour (EAST) in Austin, Texas. This study examines how this partnership can strengthen the bonds of the community and create a sense of place for the teachers and students involved. EAST is “a free, annual self-guided art event spanning two weekends in November. EAST provides opportunities for the public to meet the artists of Austin in their creative spaces” (Big Medium, 2019). Schools are welcomed to partner with EAST and participate in the art show case each year. This thesis focuses on Kealing Middle School's art program's participation. Kealing Middle School is located in East Austin.

Interviews were the primary data collection tools used and interviews were conducted with the art teacher from Kealing Middle School, one student from Kealing Middle School, and the executive director of Big Medium, the organization that produces EAST. Data was collected between August 2020 and December 2020. The COVID-19 pandemic and social distance protocols changed some aspects of the original plan for this research and some forms of data were not able to be collected.

The results of this study were derived from coded interview data and personal experience. Data analysis found that students and teachers do receive benefits when the art program partners with community art initiatives, including a heightened sense of community and a feeling of belonging. I hope this research can add to the field of art education and provide evidence for schools to partner with community events and initiatives in the future.

>> Sarah Belle Selinger was born and raised in Des Moines, Iowa. She earned her bachelor's degree in Studio Arts from Grand View University in Des Moines, Iowa, in 2013. Shortly after graduation, Selinger moved to Austin, Texas, and worked as a painter and event coordinator for five years before beginning graduate school at the University of Texas at Austin. She is currently pursuing a Master of Art degree in Art Education with anticipated graduation in May 2021. Her goals are to teach art to young adults, promote Social Emotional Learning (SEL) and Equity, Diversity, and Inclusion (EDI) curriculum, and work to strengthen community art bonds.

Erin Frisch

Stitching Female Education: The Marsh School and 18th Century Embroidery in the U.S.

This research takes a feminist approach in examining the role of needlework in female education in the 18th century United States. Needlework was a vitally important cornerstone of female education and creativity in this period. On one hand, it served to prepare girls to take on the roles and responsibilities of marriage, as well as codify the socialized behaviors of women in society. On the other, it provided a socially acceptable means of creative expression to young women. Despite needlework being a critical part of the curriculum for girls, scholars have sorely

neglected this area of research, particularly within the field of art education. This thesis focuses on two art educators, Elizabeth and Ann Marsh, who were mother and daughter. They taught the elite daughters of Philadelphia families in a school setting from 1723-1795 and left a lasting legacy within the regional style of Pennsylvania needlework. This study examines the status of embroidery as a medium, the gendering of needlework as feminine, and contemporary implications.

>> Erin Frisch is a contemporary embroidery artist and museum educator. She uses thread to capture specific moments of everyday life. She enjoys documenting passing moments using the slow process of embroidery. Frisch has led community workshops at Dallas Contemporary and the Dallas Museum of Art. Frisch received her BA from Trinity University in Art History and English. She served as the Operations Director at the creative youth development organization, SAY SI. In 2019, she was a Family and Community Education Fellow at the Blanton Museum of Art. She is currently a studio instructor at Oil and Cotton, and a Gallery Educator at the Nasher Sculpture Center.

Karen Marco

Moving Beyond Compliance and Towards Diversity Equity Access and Inclusion: A Case study of the programming and institutional initiatives at the Dallas Museum of Art that embrace DEAI

Exploratory case study focusing on the ways in which the Dallas Museum of Art (DMA) has put institutional statements of diversity, equity and inclusion found in their mission statement, their EDI policy, and accessibility page into practice. This case study particularly focuses on accessibility for visitors who are differently abled.

Karen Marco earned her BA in Political Science and Visual Art from Eckerd College in St. Petersburg, FL. After graduating Marco worked primarily in childcare, as both a nanny and a preschool teacher. Marco is passionate about using art as a means to foster community, and she hopes to create more spaces where people from all walks of life can have access to art and art education. While pursuing her degree at the University of Texas, Austin she completed a yearlong fellowship at the Blanton Museum of Art, as well as an internship at UT's Landmarks Public Art program. She is studying Art Education with a focus in Museum Studies.

Alexis Pierce

Women and nail art: A descriptive case study

The purpose of this study is to investigate why women wear nail art. This study uses content analysis to analyze interview transcriptions from three consenting participants who either wear nail art, paint nail art, or are involved in the nail art community. Text from the interviews was coded and categorized into three themes: expression, intimacy, and social media. Each theme reflects how participants responded to the interview questions. This research will help equip viewers with an understanding of how images are perceived. The findings of this study also provide information for educators to teach visual culture in the classroom, as well as prompt discussion on gender and identity using nail art as a focus.

>> Alexis Pierce is an artist and writer from Mobile, Alabama. She obtained her undergraduate degree from the University of Alabama, majoring in Anthropology with a minor in Art. Pierce has a long-standing interest in different cultures, animals, and art. Pierce aspires to be an art educator that promotes and celebrates diversity in her classroom. When she is not working, Pierce can be found painting or hanging out with her three pets Bucky, Halo, and Haru.

Leslie Flores

Teaching English Language Learners in the Art Classroom

Over the last decade there has been an increase of English Language Learners (ELL) students in the United States (Brouillette, 2012). ELL student population makes up at least 10% of all student populations, and that percentage is higher in California, Texas, New York, Florida and Illinois (Capps et al. 2005, Brouillette, 2012). Not knowing English becomes a barrier between students and teachers, especially since educators might not be prepared to adequately teach their ELL students (Bruoilleet, 2012). To address this issue, this research explored different teaching strategies from previous studies, reflected on Flores' personal experience as an ELL student, and integrates Flores' classroom observations while student teaching. Flores developed YouTube videos that are only 3-5 minutes long that describe each strategy and give an example of how to implement it. These strategies are simple for the educator to learn and implement to their everyday teaching, but essential for the inclusivity of the ELL students in the art classroom. These strategies can also be adapted to general education, different grade levels, and to accommodate students with learning differences.

>> Leslie A. Flores is a 2nd year graduate student in the department of Art Education. Flores has a BA in Counseling Psychology from the University of Central Arkansas. She is passionate about child development and how art plays a huge role in a balanced development. In my free time Flores enjoys exploring Austin, spending time with her roommates, and making art.

Julia Davis

Interactive, Participatory Educational Spaces in Denver Art Museum's Martin Building

This thesis' central research question asks, "How has the Denver Art Museum approached their interactive and participatory education-focused spaces in the Martin Building?" To answer this question, Art Education graduate candidate Julia Davis is seeking to uncover the process that the staff of the Denver Art Museum (DAM) has embarked on in reimagining the integrated education spaces within their renovated galleries. Davis utilizes the Denver Art Museum and the Martin Building as a case study to examine the reasoning behind the interactive and participatory educational spaces and to see how they are being built into action. The focus is to hear from staff on how they are taking these spaces into the future by asking about the design and planning process, the set-up and purpose of the previous education spaces, and the past and future flexibility of the spaces. Since the renovation is a major undertaking that has given staff the opportunity to rethink and rework how the building is being utilized, Davis' research is able to identify ways in which the Martin Building renovation aligns with the DAM's prioritization

of learning and visitor participation. Looking closer at this process shows how prior research, evaluative and design skills, space limitations, and department motivations have impacted the final product. By examining the examples of past spaces and the design of upcoming spaces in the Denver Art Museum through the lens of those who work with them, the research is able to provide a focused understanding of the impact and influence of these interactive, participatory educational spaces as the staff looks ahead to the new opportunities the renovation provides.

>> Julia Davis is a second-year graduate student in Art Education on the museums track and is originally from Thomasville, GA. She earned a Bachelor of Arts in History and Art History and a Bachelor of Science in Educational Studies with a focus in Secondary Education at Southern Methodist University in 2019. During her time at SMU, Davis interned at museums such as the Meadows Museum, the Old Red Museum, and the Denver Art Museum. While at UT Austin, she has worked as an Education Fellow at the Visual Arts Center where she spent three semesters working on outreach and educational content. Davis is a driven art educator with a passion for accessible museum education, integrated and meaningful learning experiences, creative mindfulness, and a growth mindset.

Paige Gandara-Valderas

Caricatures at-a-glance: A Resource for Art Educators

When an art teacher wants to introduce a new topic, medium, art movement, or set of artists to their students – there is quite a bit of prep work that is usually involved in the process; especially when the teacher is unfamiliar with the topic themselves. One genre of art that I believe is unfamiliar to most art teachers is the art of caricature. While the art form is easily recognized at a theme park or state fair, the actual context behind the art form is almost nonexistent. Throughout her time in graduate school, Gandara-Valderas has realized the extent to which written documentation of this art form has been lost.

Gandara-Valderas' work bridges the gap between the art of caricature and the field of art education by creating a practical curriculum resource. This paper includes the art form, rationale for this topic of study, a brief history of the art form, caricature artists that can be referenced during an art lesson, and sample lesson plans and rubrics that the art teachers can use in their classroom. Bridging these two worlds together (the art of caricature and art education) will be beneficial to both fields – ultimately expanding the art form to the students sitting in the art classrooms and within the art education curriculum.

>> Paige Gandara-Valderas is a second-year graduate student here at The University of Texas at Austin. She is earning her Master of Art degree in Art Education under the School's track. Gandara-Valderas is also a high school art teacher and a professional caricature artist. Gandara-Valderas was born and raised in San Antonio, Texas and has been teaching at Burbank High School for the past four years. When she started teaching, she remembered her time in high school and college being a caricature artist. She thought "this art form has helped me so much, and I want to be able to teach it to my own students." During her first year of teaching, she started an after-school caricature program and invited students to learn about the

art form. When Gandara-Valderas started graduate school, she soon realized that she could do her research centered around both of her passions: art education and caricature. With the help of her professors and advisors – her vision for began to come to life – creating a resource book for art teacher to use so that they too, can confidently teach the art of caricature.

Cole Godvin

Serenbe: Examining the Impact of Arts Programming on Resident Subjective Well-being in a New Urbanist Master-planned Community

Community arts programming has the potential to increase the subjective well-being of local residents in a number of ways. This thesis examines the impact of arts programming on the life-satisfaction of the residents of Serenbe, a utopian New Urbanism master-planned community south of Atlanta. Serenbe is the first master-planned community to collect a one percent fee for arts programming through property transfer tariff. The practice has enabled the on-site community-based arts organization, Serenbe Institute, to establish a robust array of outstanding arts organizations within the community even though it is located in a rural area. The arts programming at Serenbe includes a nationally acclaimed theater company, an award-winning dance company, an art gallery with regular openings and artists talks, and an artist-in-residency program. There are also art classes offered to residents and frequent informal gatherings such as backyard music concerts. In contrast to the typical suburban subdivision, Serenbe is bursting with a vibrant lineup of cultural offerings. The arts programming in place at Serenbe does have a direct impact on the residents' life satisfaction, and interestingly, not only through the direct effects of the programs themselves. Yes, listening to music can uplift a person's mood, viewing or making art can bring a sense of intellectual and creative satisfaction, watching an elaborate site-specific theater production can bring a sense of catharsis; but, above all, the arts programming at Serenbe encourages a feeling of social connectedness between residents, and it is through the network of friendly interactions that each resident comes to feel that their life has value and meaning and their sense of life satisfaction is thoroughly enhanced.

>> Cole Godvin teaches visual arts at the Upper School Campus of the Pinewood School in Los Altos, CA where she teaches Digital Photography, Graphic Design, Studio Art and Architecture. Before starting the graduate program in Art Education at UT-Austin Cole taught in leading innovative independent schools and public schools in the Bay Area, Los Angeles and New York. She has also worked as an independent arts journalist, and as a photo editor at the L.A. Times. Her master's thesis focuses on arts programming in a master-planned community, and she is excited about any research that demonstrates how the arts can be utilized to foster social connections and build a communal sense of belonging within regional districts. In addition to her academic interests, she maintains a printmaking practice. In her downtime she may be found walking a three-mile loop in Palo Alto with her small and scrappy pup, or enjoying one of the Bay Area's many family-friendly hikes with her partner, Rick, and young daughter, Sidonie.