

Fall 2017

Surprises
and
Revelations!

SCOPE

is a newsletter dedicated to keeping UT's community of art educators connected. The mission of the newsletter is to communicate the interests and accomplishments of current students, alumni, and faculty.

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News From the Art Education Program at The University of Texas at Austin

Motorcycles and Art Educators: Worlds Collide at TAEA 2017

This past November five graduate students attended the TAEA conference held in Galveston. The theme was **Dia de los Artes: Awakening your Creative Spirit!** Throughout the conference, art activities and work that made reference to Mexican Art and Dia de los Muertes were displayed alongside outstanding student art.

It was difficult to choose from amongst the more than 300 sessions offered in the conference schedule, so our cohort decided to divide and conquer. Two sessions that especially stood out were a book-altering workshop attended by Elainy and Sakura, and a presentation on Choice-Based Art Education that Cole attended.

Interestingly, this year's TAEA Conference coincided with The Lone Star Rally, one of North America's largest motorcycle rallies. We found ourselves sharing the island of Galveston with over 400,000 bikers just as passionate about motorcycle culture as we are about Art Education. Walking along the Strand we saw thousands of bikes that were works of art in their own right.

The circumstances of this year's TAEA conference were certainly unique, and we count ourselves fortunate to have participated. The sessions brought issues to light of which we were unaware, and our car ride home was filled with meaningful conversations about our field and our individual roles within it. We left inspired to present at the 2018 TAEA conference in McAllen!



Elainy, Sakura, Sarah take in the scene.



Sakura and Elainy alter books.



A choice-based art education presentation draws a crowd.

Faculty Update

Dr. Rina Little met with SCOPE to discuss her perspective on the field of Art Education and objectives as an Art Educator.

UT-Austin Art Ed Welcomes Dr. Rina Little

I grew up in the D.C. Metropolitan area and because of this, it was easy to forge an interest in the visual arts. The Smithsonian Institution was free and so as a family we would go down to the Mall often. This upbringing led me as a young adult to study studio arts and art history as an undergraduate, and art history and art education as a graduate student. I had worked at the Smithsonian Institution, the Krannert Art Museum, and the Wexner Center for the Arts before entering higher education as an Assistant Professor at the University of North Texas and the University of Wisconsin. My area of interest currently is place-based art education because I can fold my experience with museums, my commitment to cultural practice, and my belief in transactional pedagogy into it.

The notion of “place” has traditionally been associated with bounded localities and contained cultures. In recent times, however, there has been a move toward rethinking place as relational, involving entanglements. In other words, place and space should not be thought of merely as passive backgrounds for people to act upon or ‘do something’ to, but as active partners in the construction of the self. I am interested in investigating relationships between people and places, considering when, how, and under what conditions they are formulated, and how art and its institutions are involved. I would like to pose questions about the role of emplacement and displacement, as well as ask how both people and places might constitute each other and how art acts as an instrument of transaction among people, issues, and places.

Currently, I am inspired by contemporary artists, especially those that respond to place, including Joseph Beuys, Hans Haacke, Mel Chin, Ana Mendieta, Rick Lowe, Carrie Mae Weems, and Mierle Laderman Ukeles, among others. A shift I believe occurring



Dr. Rina Little comes to UT Austin from the University of Wisconsin.

“I pose questions about how art acts as an instrument of transaction among people, issues, and places.”

in our field is to no longer ask the question “what does this object mean?” and instead examine “how is this object meaningful?”

The latter question establishes a shift away from seeing objects as having fixed meanings to understanding objects as being invested with meanings, dependent upon the context in which they are seen. Meaning is no longer just made but can be remade over and over. I am interested in how meanings are constructed through cultural practices and cultural differences as both a teacher and researcher. Such a conception allows educators and researchers to address people and communities as active producers of meaning and to invite dialogue in creating understandings.

Faculty Update

Dr. Bolin is completing work on a book he is co-authoring with Dr. Doug Blandy (University of Oregon), titled *Exploring Things: Material Culture in Art Education*,



Dr. Paul Bolin

In October, Dr. Bolin attended the Art Education Research Institute (AERI) Symposium, in Naperville, Illinois. There he presented a paper titled, “**Fostering a Divide in Art Education: The Philadelphia Centennial Exhibition of 1876.**” In November he attended and co-presented two sessions at the Texas Art Education

Dr. Bolin is busy with travel and writing

Association annual conference. At the conference he presented with colleagues Dr. Christina Bain and Dr. Rina Little as part of a session titled, “**Framing Research and Art Making Through Archives,**” and presented with former UT Art Education MA student Rebecca Borrelli on the subject of “**Coloring Books, Past and Present.**” Dr. Bolin is also completing work on a book he is co-authoring with Dr. Doug Blandy (University of Oregon), titled *Exploring Things: Material Culture in Art Education*, which is scheduled for publication by Teachers College Press in spring 2018.

Professor Murphy leads panels, participates in exhibitions

Professor Betsy Murphy was recently elected secretary of the Texas Art Education Association. At the TAEA Conference in Galveston, she led a panel discussion titled “**Building Your Art Advocacy Tool Box,**” and was a panelist for a discussion facilitated by Dr. Christina Bain, titled “**What Does it Mean to be an Ethical Art Educator?**”

Murphy’s mixed media painting, *Together Our Voices Will Make a Difference*, will be part of the Human Rights Art Exhibition at the **Holocaust Museum Houston** through June 3, 2018. She was a contributor to the recently released print version of a book titled *The Roads to Junction: Making Art, Teaching Art* (Akins and Check, editors).



Professor Betsy Murphy

Murphy’s mixed media painting, *Together Our Voices Will Make a Difference*, will be part of the Human Rights Art Exhibition at the Holocaust Museum Houston

Faculty Update

Dr. Bain fuels action research with an inventive board game

At the TAEA conference Dr. Bain co-lead one workshop with Dr. Hyatt, “Why Didn’t They Teach Us This in College? Using Games for Preservice Preparation.”

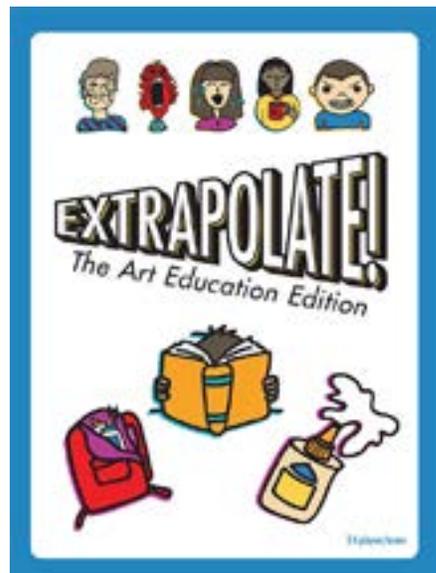


Dr. Christina Bain

Dr. Christina Bain co-authored a paper with Dr. Joana Hyatt of Lamar University, titled *Playing for (Real) Life: The Worst Case Scenarios Art Game and Its Role in Preservice Preparation*, which recently appeared in the **Journal of Art Education**. Also with Dr. Hyatt, she co-

presented a paper (October 2017) titled *Extrapolate: An Action Research Study Examining the Utilization of a Game in Preservice Preparation* at the **Art Education Research Institute Symposium** in Naperville, Illinois.

At the TAEA conference in Galveston, Texas (November, 2017) Bain delivered two papers: “Framing Research and Art Making Through Archives” with Dr. Paul Bolin and Dr. Rina Little; “Beyond the Pinata: Investigating Hybrid Identity” with Dr. Rina Little and Dr. Andres Peralta (Texas Tech University). Also at the TAEA conference she co-lead one workshop with Dr. Joana Hyatt, “Why Didn’t They Teach Us This in College? Using Games for Preservice Preparation.” She also led a panel discussion featuring Professor Betsy Murphy (UT), Sean Lane (VAS 2014), and Amanda Batson (AED 2011) titled “What Does it Mean to be an Ethical Art Educator?”



The cover (left) and board game (right) for Extrapolate!, a game for preservice art educators invented and designed by Drs. Bain and Hyatt.

First Year Art Education Graduate Students: Scholars and Changemakers on the Move

Adrian is from San Jose, CA and received his undergraduate degree from Santa Clara University in Santa Clara, CA with a double major in Art History and History, as well as a minor in Communications. He is currently on the Museum track, and interning at the Visual Arts Center on campus. He is very excited to have finally made it to Austin and looking forward to what this year has to offer.



Adrian Hinojosa



Caitlyn is working towards her master in Art Education with a focus in schools. Last fall she graduated from the University of Hawaii at Manoa with a B.A. in Studio Art. Through her undergraduate studies, she found a deep connection with sculpture and clay. She and her husband thought it would be groovy to move to Austin because they absolutely love the immense support the city has for the arts. She's very interested in the connection between mindfulness and art education – most especially the use of art as a means of healing. She plans to research this topic and incorporate her findings into the classroom in innovative ways. UT has been an absolute dream so far, and she has high hopes for the semesters to come!

Caitlyn McKey

Cole comes to the Art Education program at UT Austin after two decades of teaching English, Journalism and Publications Design in New York and California. Most recently, Cole was chair of publications at the Crossroads School for Arts and Sciences and student communications supervisor and English teacher at the Nueva Upper School. She holds a B.A. from the Gallatin School at NYU and completed graduate work at the University of Paris. She is enrolled in the community-based art education track and her research interests are in technology, public programming and integrating the arts into overall community design. Excited to be living in Austin, she has transferred her radio-listening allegiance from KCRW to KUTX.



Cole Godvin

New Student Introductions

Elainy is from Dallas, Texas. She has a B.F.A. in Studio Art and a B.A. in Anthropology from Southern Methodist University. She spent the past year serving in AmeriCorps in Dallas, with the program Reading Partners, where she tutored students from first to third grade in reading. Her time there made her realize that she enjoys teaching and working with elementary students to spark a love of learning. She wants to become an art teacher because she believes art is a great mechanism for student empowerment that provides children with a space to explore without fear or judgement. She looks forward to expanding her knowledge about art education, its history and the many ways it can be used to help others. She is also interested in the ways in which art can be used to teach about different cultures and cultural practices.



Elainy Lopez



Katheryn Woodard

Katheryn is from Edmond, Oklahoma and graduated from Oklahoma State University with a B.F.A. in Studio Art and Art History in May of 2017. She intends to follow a path that allows her to express herself creatively and expand her knowledge of art history. She loved her experiences at OSU, and is eager to expand her learning through graduate school. She has a lifelong passion for art-making and art history, and a desire to pass along the knowledge of its significance to others. This is what drew her to the field of art education. She is extremely grateful for the opportunity to study at The University of Texas under professors who have had a tremendous impact on the field of Art Education. She plans to stay in Austin to pursue a career in Art Education following graduation.

Kristin is from San Francisco, CA. She got her B.A. in Art History from Willamette University in Salem, Oregon, in 2016, so Austin is the second state capitol she has lived in. Last year she served as an education intern at the Legion of Honor in San Francisco, where she got to teach sixth graders art history, drawing techniques and museum literacy. Her favorite part of the day was showing students all of the ways they could have fun in the museum, from transitioning between galleries as moving statues, to creating scenes based on the paintings we were studying. This semester she is enjoying Dr. Bolin's Foundation's class because she is a history nerd, but she is also enjoying a class that focuses on museum theater. In this class she is creating a short piece for a pre-K audience at the Blanton, learning how to navigate logistical hoops firsthand. When not getting lost on campus, she is usually out trying a new taco place or at home with a good book.



Kristin Garrison

New Student Introductions



Sakura Stephens

Sakura received a B.F.A. in art education from the University of Georgia. Upon graduation, she became a full-time art teacher at the elementary level for a Title I school in Georgia. After three years of teaching, she decided to pursue a graduate degree and she is now focusing on community-based art education. Thus far, exploring all of the different possibilities within the field has been a highlight for her, and she intends to begin researching thesis topics in the spring. Sakura is a practicing artist who enjoys creating pottery and attending art shows. In her free time, she enjoys taking long walks with her pomeranian, Boo, and spending all day in Sephora.

Sarah is excited to be a student again after teaching for five years abroad. Her passion for art education grew from teaching art history and art appreciation in partner programs at the China Central Academy of Fine Arts, University of the Arts London, Tsinghua University Middle School and Peking University High School. Sarah recently moved to Austin from Beijing.

She has also lived in Tennessee, Illinois, Iowa and Ohio. Sarah graduated from Drake University with a B.A. in Creative Advertising and a concentration in Art History. She is pursuing the museum path and she looks forward to teaching and developing object-based curricula while working with local artists and collections. Besides art, her passions include traveling, baking, and napping with her cat Mantou.



Sarah Chestnut



Serena Naidu

Serena is a painting graduate from the University of Georgia. A few of her favorite activities include traveling, hiking, painting and salsa dancing. In 2013, she started teaching at an EL Education-STEM Charter school in North Georgia. While there she revamped their art program. Serena enjoys teaching, but felt her direction was not set. As she continues her educational journey at UT, she hopes to learn more about the possibilities of teaching art in a museum setting. Serena believes that art can help students perceive the world differently as it challenges them to make discoveries. Serena teaches students to learn how to express their ideas, become problem solvers, and appreciate the fine arts.

Second Year Students: In Brief



Callie Anderson

As a second year student, **Callie** is beginning work on her thesis studying the impact of a program at the Blanton Art Museum on first-year Dell medical students' development of visual literacy, empathy, and mindfulness. She's very excited about this topic because it's a chance to combine her two passions: (mental) health and visual art. She's also the Education Fellow for the Visual Arts Center, which means she designs and lead group tours for students of all ages. Her goal is to host a few groups from senior activity centers, retirement centers, and even dementia support groups for tours and discussions of *The Body is a Bridge* exhibition. Mental health and visual art are two very important topics to her, so this exhibition lends itself to putting those interests into practice. Callie has begun offering art-making activities as part of all tours at the Visual Arts Center. So far, it's been very successful and she has especially loved watching the undergraduate students from outside of the College of Fine Arts work (and play!) with art materials for the first time in a while. She's in the VAC galleries mostly on Tuesdays and Thursdays – stop by and pay her a visit!

After interning last summer at the Texas Cultural Trust under fellow Art Ed grad, Carrie Williams, **Claire** is continuing to work at the Trust as part of a TAsip for the academic year. Claire was also awarded the Family and Community Programs Graduate Fellowship at the Blanton Museum of Art, and she continues to work with Monique O'Neil teaching community groups in the galleries and coordinating and designing museum-wide programming for families. In October, she traveled to Berea College in Kentucky to complete her thesis research. She made use of the archives there to conduct a historical material culture study of the Swedish weaver and educator, Anna Ernberg, who taught at the college during the early 20th century and impacted Appalachian textile design.



Claire Williamson



Danielle Grenier Cossey

Danielle is a second year Masters student in Art Education with a Community Focus, earning a Portfolio in Museum Studies. She is also a Gallery Teaching Fellow at the Blanton Museum of Art. Her thesis work and fellowship both focus on museum education and the methods and tools used to engage visitors and increase involvement.

Second Year Students: In Brief

This fall has been a whirlwind. **Emma** is happy to again be working in CORE, the foundations art program at UT. As a teaching assistant, she gets to see firsthand the technical growth and conceptual development of the first year studio students. She is also working in the Education Department at The Contemporary Austin, where she assists in running two teen programs. These programs focus on professional development, portfolio creation, and artmaking. She is also an assistant teacher at a small school in North Austin for children with developmental disabilities. Her days there are the highlight of her week. Her thesis research is focused on considerations that educators of students with Autism Spectrum Disorder make when taking their students to an art museum, and how to evaluate the success and learning of such a trip. She values the opportunity to be interacting with, and engaging so many different audiences this semester, and she is excited about the research that she will be pursuing over the next months for her thesis.



Emma Grimes

Alumni Spotlight

Scope catches up with alumna, Allison Clark



What does a typical day look like at your present job?

In my role as the Education Manager at UCLA's Fowler Museum, I split my time between five main areas: K-12 education, teacher programs, university engagement, adult audiences, and intergenerational programs. I don't have a "typical" day – my schedule is entirely dependent on the day's (and academic quarter's) priorities.

Today I sat down at my desk around 7:45am, and reviewed the day's tour schedule. We had several

Alumni Spotlight

I absolutely loved consulting Dr. Bolin about my chapters and research direction. He always had the power to calm my anxieties, push me to write better, and remind me that life after grad school will be okay even if I don't know what I'm "supposed" to be doing.

K-12 groups visiting, so I helped my team prepare the museum's studio with art supplies (all of our tours include art making!) and reviewed special accommodations. We just wrapped a 400+ family program on Sunday afternoon, so I was out of the office yesterday and needed to clear my inbox. Until 1 pm I was plugging away on Outlook, updating attendance spreadsheets, mapping Education's FY19 budget, leading a special exhibition training for an upcoming university visit, and finalizing a new hire's employment contract with HR. At 1 pm, I broke for lunch and debriefed with my educators about the morning's school tours: experiences using dialogic inquiry, researching artworks in the collection, and brainstorming how we'll contextualize an upcoming special exhibition. At 2 pm I led an internship panel for UCLA undergraduates, and now I'm back to clearing my inbox (never made it all the way through!). In about 20 minutes I'll be attending the School of Art and Architecture's Open House at the Fowler Museum, and then I'll be hopping on a conference call to discuss upcoming programs with fellow board members of the Museum Educators of Southern California. I'll probably leave my desk by 8:30 pm, and be back in the office tomorrow at 7:30 am.

What made you choose your current career path?

I began working in art museums when I was an undergraduate at Rice University, which is in the heart of Houston's Museum District. I bounced from department to department, and fell in love with helping people engage with artworks through interpretive frameworks and open-ended art-making experiences.

What surprised you most about life after graduation?

My situation was a bit different when I graduated UT. I had been accepted as a Graduate Intern in Education at the J. Paul Getty Museum in Los Angeles. This time gap between graduation and work let me refocus my energies. My time at the Getty was incredible, exhilarating, and a bit exhausting. I moved from my graduate cohort at UT to another cohort at the Getty, but this time we were all explicitly competing for full-time positions. I was very fortunate to find a great job at the Fowler Museum right when my contract at the Getty ended. But that was not the case for many of my counterparts in Education, Digital Media, or Public Programming. The job hunt is real, and there are many applicants in big cities like Los Angeles. Be prepared to hustle, network, and pick yourself back up!

How did the MA in Art Education impact you professionally and/or personally?

The MA program provided me with the space and resources to find my voice as an educator. It's incredibly helpful to have had the time to really

read and discuss various educational theories and philosophies – you never know when you'll be sitting next to someone who wrote a foundational text.

What is your fondest memory of the Art Education program?

I have many fond memories of the program, especially attending NAEA, traveling with classmates, or creating art, but my favorite memories are of my regular thesis meetings with Dr. Bolin. In the museum world, it is very rare for your supervisor to be your mentor. Heck, even when you start leaving entry-level positions it's tough to identify a mentor. I absolutely loved consulting Dr. Bolin about my chapters and research direction. He always had the power to calm my anxieties, push me to write better, and remind me that life after grad school will be okay even if I don't know what I'm "supposed" to be doing.

What was your biggest challenge in graduate school?

Graduate school can be an isolating process. I came to Austin knowing absolutely no one, and wondering the first few weeks if two years away from my partner was my brightest idea. My advice for students going through this is to know that everything does seem to have a way of working itself out. Practice self-discipline and keep doing the work; two years really do go by quickly. It's not great advice, but it was true for me.

Your greatest triumph?

I am incredibly proud to have presented alongside my classmates during TAEA my second-year. It's a great exercise in teamwork and project management, and something that we will always share.

Does your completed thesis relate to your current position?

My thesis was a historical research piece on the use of storytelling programs at the Metropolitan Museum of Art during the early twentieth century (shout out to Dr. Bolin and Dr. Mayer!). I've had some interviewers ask me about my thesis, but typically only as an ice-breaker/get-to-know-you question. My desk at the Getty was next to Elliott Kai-Kee's office; he wrote the chapter on art education's history in *Teaching in the Art Museum*. He might be the only person not on my committee to have read my thesis from cover to cover.

What advice do you have for current graduate students in the Art Education Program?

Read all of the assigned readings, and maybe throw in a few recommended readings if you're into the topic! Attend NAEA! (Seriously, I met one of my supervisors at NAEA.) Connect with the faculty! Support your peers! Remember why you're there!

Favorite haunts in Austin?

I lived next to the capitol, so I highly recommend having a picnic on their lawn. I also terribly miss Big Top Candy Shop (get a shake!), the Blanton, and Barton Springs.