

Learning About the Research of Teaching and Learning in Art Education.



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About the Research

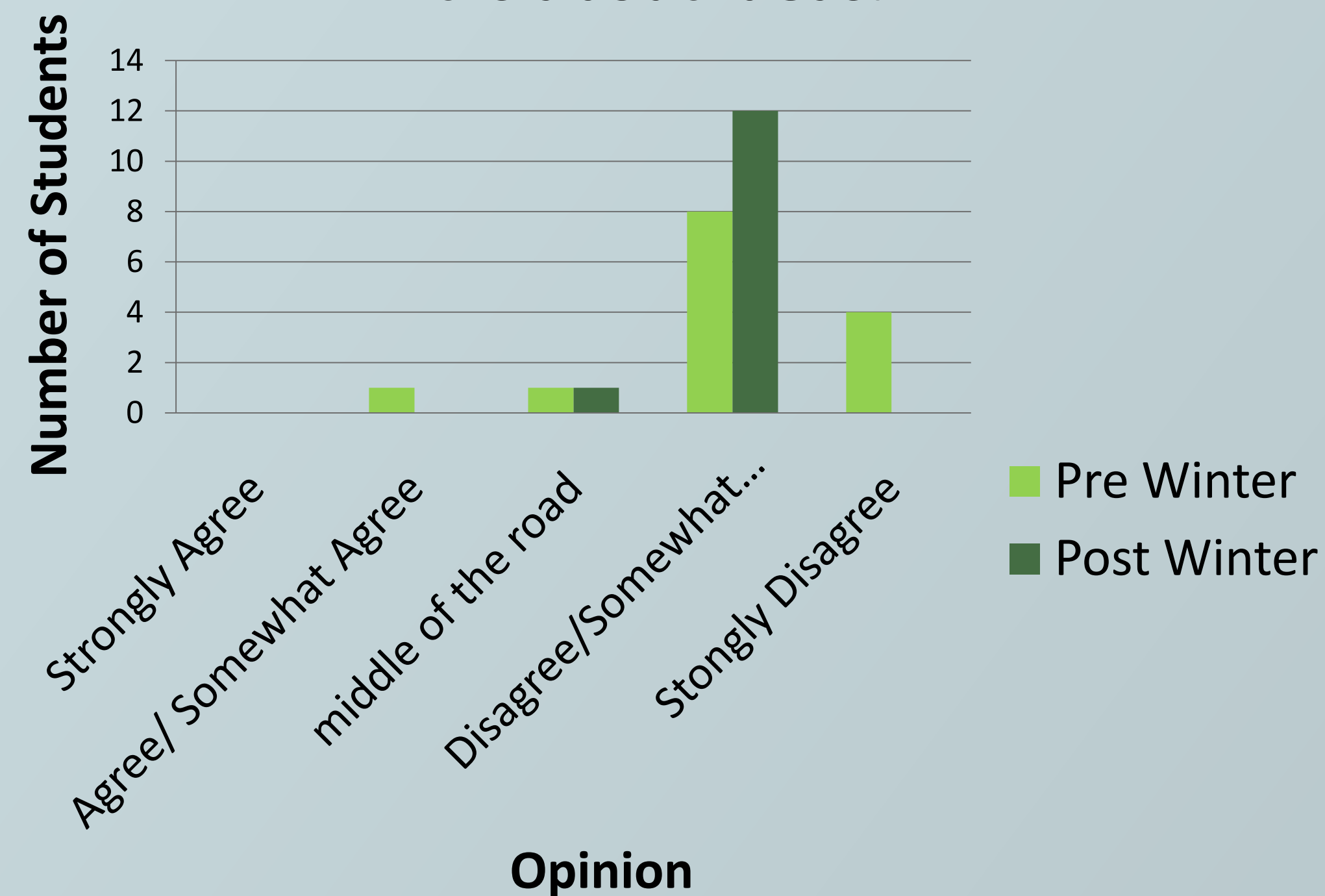
- ❖ Working together with Dr. Johnson we are studying the difference in learning and belief changes in cognitive and affective patterns found in data between two different time periods of learning.
- ❖ We studied two Art 300 classes (Art for non-art elementary education majors).
- ❖ The two time frames are winterim a 3 week course and Spring semester a 15 week course.

Data

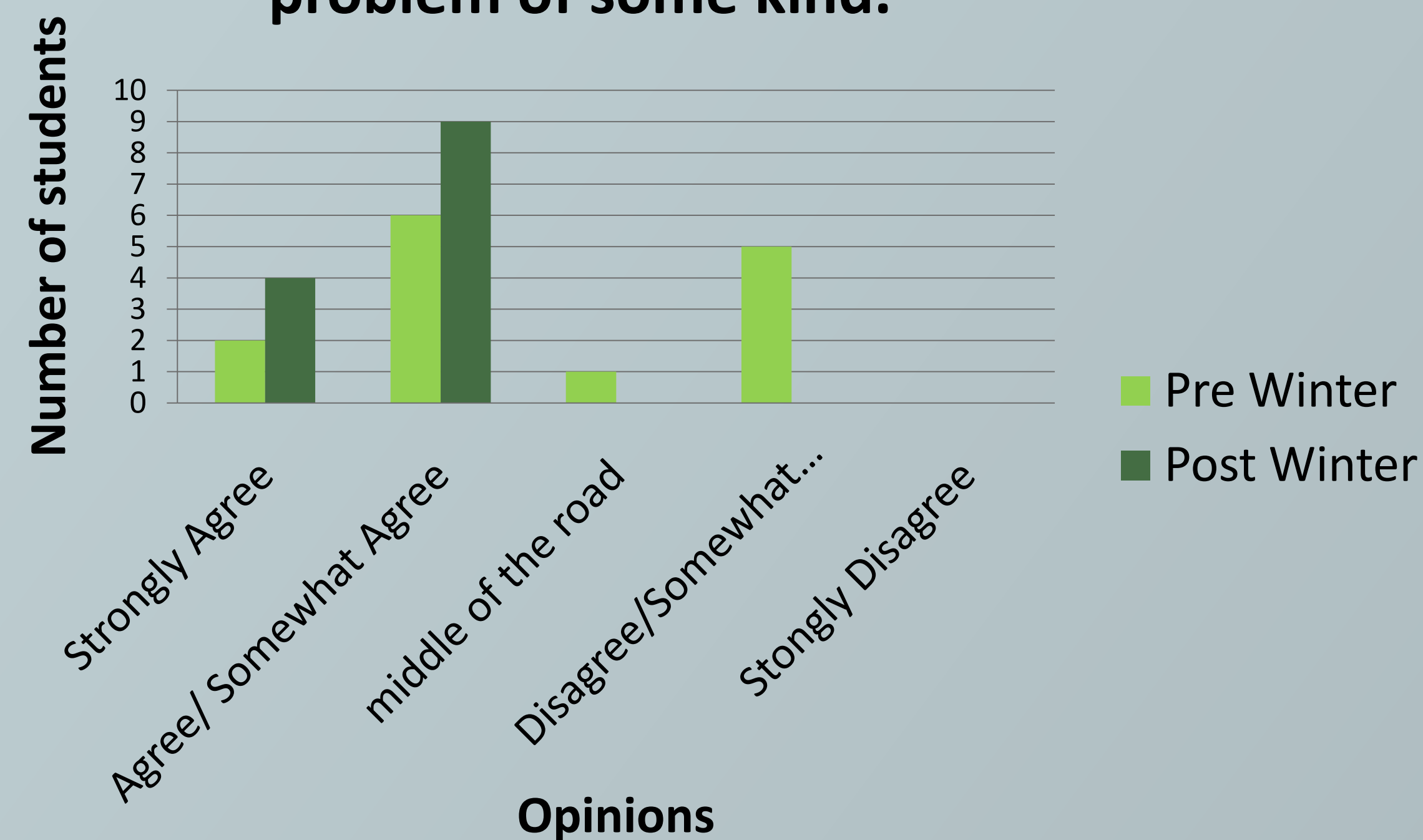
- ❖ Our data comes from pre and post class surveys.
- ❖ These surveys were taken by two classes.
- ❖ They were given at pre and post winterim, and pre and post* spring semester(*still in progress).
- ❖ Students answered survey questions before the start of the term and after the term had ended.

Graphs

Art making is more about skill than it is about ideas.



Creativity usually emerges from a problem of some kind.



Interview Quotes

- ❖ It made me appreciate... art majors ...more just because it's like I never even realized how like how hard it is, and how fun it is at the same time.
– Tara*
- ❖ I feel like with this class it really opened me up to art again and made me realize that I actually do really like it ... it is very meaningful to me know to see it like how it can evolve into the schools
– Sarah*
- ❖ I think it's important to teach the kids that it is how you do it more than what you actually get in the end.
– Tara*
- ❖ I grew to like art more and see it as more meaningful to me and how I can incorporate that into my classroom
– Sarah*

What We are Doing

- ❖ After the term, some students were selected, at random for a post interview with Jen Curwick.
- ❖ The survey questions are being viewed in Excel,
- ❖ They are grouped by question content and survey time taken.
- ❖ The change between the start and end of the terms will be viewed in comparison of course terms.

What We've Learned

- ❖ Valuable information about how non-art majors perceive art.
- ❖ Student beliefs are subject to change as they gain insight about what art education means and what it looks like in practice.
- ❖ We have learned how to conduct and transcribe interviews that uncover students' beliefs and knowledge about art and how they have changed.
- ❖ We learned how to analyze and interpret data in order to see definite patterns of change in beliefs.