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Open Pedagogy Assignment: Educating Others About Art

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EDUCATING OTHERS ABOUT ART

Open Pedagogy Assignments
Sarah Dillon, Kingsborough Community College
Spring 2021

Overall Description and Aims

After participating in Kingsborough Community College's Open Pedagogy Fellowship during the Spring 2021 semester I designed the following assignments in order to better align my course assignments and learning outcomes with some principles of Open Pedagogy.

The three assignments below are scaffolded, each building on the previous one, to produce the overall goal of having students educate others about artworks. There is a combination of group work and individual work throughout and the groups decide what the final product will look like and how it is shared, that is, students decide *who* they are looking to educate about art and *how* they will do so.

Students have this freedom to design these aspects of their projects because the final grading rubric will be consistent regardless of the form they choose. These aspects of the assignment's design aim to embrace the principles of collaboration and flexibility, which are central to Open Pedagogy.

The assignment description below may be used as is or modified by anyone looking to incorporate it as a whole or as part of assignment.

Assignment 1: Evaluating Sources of Information

Students will be put into groups and each group will receive an artwork to research, along with some assigned reading from your professor. Each group member will read and take notes on the assigned readings. The group will determine what to make for their final product, either an online exhibit or an educational resource of their design.

Each member of the group will find an additional resource on the artwork or an aspect of the artwork's culture that helps one understand the artwork. These additional resources should be scholarly articles, webpages from reputable sources such as museums or universities, or other types of online essays from reputable sources. Please consult within your professor for help determining whether a source is reputable or not and with the group to make sure everyone has a different source.

Each group member will write a brief report on their additional source and share this report with their group. Each report should include the following: 1) a summary of the main points of the content and how they help one understand the artwork 2) any

relevant information about who wrote the piece 3) how and where they found the resource, 4) their evaluation of the source of information, and 5) any questions they have about the content or the source.

The group will then meet and share their findings from 1) their initial research on the artwork and 2) their reports on their additional sources. After this meeting, each member of the group will then add the following to their reports: 6) their group members' feedback on their source and content and 7) any insights, ideas, thoughts, questions, or problems you are still dealing with in regard to this project.

Each member of the group will submit their own, unique report with the 7 items outlined above to your professor for a final grade.

Assignment 2: Analyzing an Artwork and Interpreting Information

Based on the work you and your group did in Assignment #1, write your own visual analysis of the artwork where you describe the visual qualities of the work and its historical context and attempt to explain why the artwork looks the way it does.

You must only use and cite the information from the appropriate sources provided by professor, the one you found, and those found by your classmates. Do not conduct outside research other than those sources.

Each member of the group will share their analysis with their group and take notes on the group's feedback.

Then each group member submits their own, unique visual analysis and notes on group's feedback for a final grade.

Assignment 3: Connecting Class and Community

As a group, discuss and find a compelling connection between the artwork you worked on in your group and another contemporary artwork or a contemporary aspect from your personal life, community, or city and create a group online exhibit or educational resource of the group's design (see below for more on this).

Each member creates a part of an online exhibit or contributes in some defined way to the educational resource with the overall goal of explaining the following to your selected audience 1) the historical and visual qualities artwork, especially through comparisons and contrasts with other artworks and 2) relevant connections between this artwork and one's personal life or modern society.

Your final project can take many forms (children's book, video presentation, lesson plan for a teacher,

Webpage, etc). You should have a clearly defined audience, title, and an overall theme and be sure to cite your sources. Based on group consensus, this project can be made public, used as an example of your work for a college application, or shared just with our class as a way to review for our exam.

Each group will submit an electronic copy of the final product to your professor for a grade and each individual should also submit a reflection essay in which you describe what you learned through doing this project (i.e. how can art history be helpful to us today, what can we learn about the types of sources out there, how visual analysis can reveal aspects of work one might initially miss, etc.) and any feedback on your group's process you'd like to share.

Assignment	Assignment 1: Evaluating Sources of Information	Assignment 2: Analyzing an Artwork and Interpreting Information	Assignment 3: Connecting Class and Community
Overview	Students will be put into groups and each group will research an artwork and write a report on their research which includes: 1) a summary of the main points of the content and how they help one understand the artwork 2) any relevant information about who wrote the piece 3) how and where they found the resource, 4) their evaluation of the source of information, and 5) any questions they have about the content or the source.	Based on the work from Assignment #1, students will write their own analysis of an artwork where they describe the visual qualities of the work and its historical context and attempt to explain why the artwork looks the way it does. This is then shared with the group and feedback is incorporated.	As a group, students create an online exhibit or educational resource about an artwork where they educate others on the artwork and its connections to their personal life or modern society. Students also write a reflection paper on what they learned through doing this project.
Progression	This is the first step in the process and	This project is done initially by individuals.	This aspect of the group project is due

	we will start working on it at the beginning of the semester (forming groups the second week of class). The project is due about 1/3 into the semester.	It is then shared with group for feedback. It is due about halfway through the semester.	about a week or so before the end of the semester.
Assessment	Two Rubrics – one created by the instructor and one created by students.	Rubric will be created as a collaborative exercise by the class.	Peer-to-Peer evaluation for group.
Related Course Learning Outcomes	<p>Evaluating Evidence: Students will learn to identify and <u>analyze credible sources of art historical information</u> and <u>use this evidence</u> to A) articulate their own questions about an artwork, B) devise relevant comparisons and contrasts, C) historically contextualize an artwork, and D) apply discipline-specific analyses across historical periods.</p>	<p>Interpreting Information: Students will be able to formulate their own analyses of artworks by <u>gathering, interpreting, and assessing:</u> A) an artworks' formal qualities, B) primary and secondary research of historical context, C) theories of scholars, their professor, and their classmates, D) and museums' presentation of objects.</p> <p>Constructing an Argument: Students will <u>produce logical and well-reasoned arguments</u> supported by appropriate evidence and using acquired art-specific vocabulary in a variety of written communication (such as analytic exercises,</p>	<p>Creating Intercultural Connections: Students will be able to explain individual artworks in their <u>historical context and their connections to other artworks and visual cultures from around the world;</u> discuss the ways past art influences present-day art; and identify the long trajectory of art history as a history of human expression which contains reoccurring forms, themes, and techniques.</p> <p>Developing Technological Skills: Students will demonstrate their <u>knowledge and use of digital materials and resources,</u> using databases such as JSTOR and ARTSTOR, online</p>

		<p>reflective writing, visual analyses, exam question responses, and thesis-driven research papers) and/or oral communication (in-class presentations, video presentations, and class discussions).</p> <p>Understanding the Discipline of Art History: Students will be able to <u>identify and apply the following facets of art history:</u> correctly use art-historical vocabulary; identify and explain different artistic styles, formal choices, and subject matters; <u>demonstrate knowledge of the skills, techniques, and media of creating art;</u> locate and evaluate appropriate art historical evidence; understand formal and historical analyses and apply them to other relevant situations; compare and contrast artworks and styles from different historical periods and cultures, observing and explaining them; and conduct interdisciplinary analyses of artworks.</p>	<p>collaboration through learning management systems such as Blackboard, and through their use of e-books, museum websites, and other art-specific online resources.</p>
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