

EDUC 366 Curriculum and Instruction in Art Education

Moravian College Fall 2013

Wednesdays 6:30-9:30pm

Room 7 Art Building

Instructor:	Kristin Baxter, Ed.D., Assistant Professor of Art
Office location:	Art Building, South Campus, Office 2 (Level "L")
Office hours:	Wednesdays 1:00-5:00pm, call or email first to confirm
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COURSE DESCRIPTION

While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: Education 160 and 130; minimum 2.70 QPA. Fall. One 3-hour period. Supervised 110 hours of fieldwork. Writing-intensive. Clearances and other documents for fieldwork required.

EDUC 366 & EDUC 379 prepares students for entry into the profession by requiring:

1. Art Education Curriculum based on Constructivist Theory
 - a. a lesson plan, which would take K-12 students several days to complete
 - b. a unit, which includes several K-12 lessons based on one Big Idea
 - c. a curriculum map, which outlines the units taught over an entire K-12 school year
2. Senior Thesis Exhibition (April – May)
3. Gallery Talk on Scholarship Day (April)
4. Professional Portfolio

Required Texts (to be purchased)

Gerber, B.L. & Guay, D.M. (Eds.). (2006) *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Sketchbook: You may use a sketchbook you have already started on your own or for another course.

Portfolio

Required Texts (distributed in class or can be downloaded from Blackboard)

- Baxter, K. (2013). *Curriculum Design in Art Education: Acts of Meaning-Making and Social Transformation*. (unpublished manuscript)
- Buffington, M.L. (2011). Preparing a professional teaching portfolio for an art teaching position. *Art Education*, 64(3), 11-17.
- Daichendt, G. J., (2010). *Artist teacher: A philosophy for creating and teaching*. Chicago: Intellect.
- Eubanks, P. (2012). Interdisciplinary study: Research as Part of Artmaking. *Art Education*, 65(2), 48-53.
- Graham, M.A. & Zwirn, S.G. (2010). How Being a Teaching Artist Can Influence K-12 Art Education. *Studies in Art Education: A Journal of Issues and Research in Art Education*, 51(3), 219-232.
- Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.
- McCollister, S. (2002). Developing criteria rubrics in the art classroom. *Art Education*, 55(4), 46-52.
- Milne, W.M. (2004). The use of reflective artmaking in pre-service education. *Mentoring and Tutoring* 12(1), 37-52.
- Praxis Test Prep Information Sheet: *Art Content Knowledge*.
- Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.
- Stephens, P. (2007). Writing a Philosophy of Art Teaching. *School Arts WEB*.
- UDL, National Universal Design for Learning Task Force. The facts for educators. Retrieved from: udl4maryland.webs.com/UDLEducatorsFactSheet.pdf
- Walker, S. (2001). Big ideas and artmaking, (pp.1-17) in *Teaching Meaning in Artmaking*. Worcester, MA: Davis.

Course Goals

Students will be able to

1. understand that the goal of art education is not only the acquisition of knowledge and skills, but to nurture children and adolescents to put knowledge and skills into practice through the creation of works of art that are vehicles for peace and social justice through nurturing each student's identity, value, and worth.

Art Department Goals: Cultural Value & Interdisciplinary Learning

2. create an art lesson unit for one grade level (K-12) that:
 - supports and challenges children's cognitive, academic, social, and artistic development
 - exceeds National and State Academic Standards for art education
 - identifies strategies for teaching children with diverse needs such as ELL's and children with disabilities
3. engage in critical inquiry by developing a cohesive body of artwork that is research into the relationship between art practice and pedagogy.

Art Department Initiative 1

Pennsylvania Department of Education (PDE) Chapter 354 General Standards and Specific Program Goals:

<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506706&mode=2>

I. Knowing the Content

I.A. Concentrated study in at least one studio area and instructional procedures in at least one area of spatial, graphics and media art including: drawing, painting, and sculpting, 2-dimensional and 3-dimensional design, ceramics, jewelry and metals, photography, printmaking, or computer art

II. Performances

II.B. Planning of instruction, done independently and in collaboration with other educators, based upon: art education subject matter, students and the community, Pennsylvania Academic Standards, content analysis with specific objectives, instructional methods, including materials and activities, results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from simple reproductions, and graphic demonstrations, to "essay-style" homework, class exhibitions, demonstrations, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student's understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting instructional strategies

III. Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrates knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

Course Requirements See separate assignment sheet for project guidelines and grading rubrics	Percentage of Final Grade	Approximate number of hours to plan on spending per week on this requirement, outside of class time
Pre-student teaching, observations, evaluation from cooperating teacher	25%	110 hours over the course of the semester
Draft of Unit with 5 lessons	15%	1-2 hours per week on revisions and preparing final copy
Final Unit with 5 lessons	20%	
Written summary of “Art Teachers and Special Education Law”	5%	1 hour in total
Draft of Portfolio (will be completed in Spring)	10%	1 hour per week
Sketchbook	10%	1 hour per week
½ of Senior Thesis work (will be completed in Spring)	10%	1-2 hours per week
Written plan for completing Thesis work in Spring	5%	1 hour in total

Expected Number Of Hours To Spend On Coursework, Outside Of Class Time

Students are expected to spend 10-12 hours, outside of class time, on assignments, readings, trips, and/or fieldwork. The student work in this course is in full compliance with the federal definition of a four-credit hour or two-credit hour course.

- For a 4-credit/1-unit courses, students must spend a minimum of 174 hours on coursework outside of class time
- For a half-unit/2 credit course, students must spend a minimum of 87 hours on coursework outside of class time

Grading

Each assignment has a detailed, corresponding “Assignment Sheet” that describes the requirements and grading rubric for each project. It is the student’s responsibility to read each assignment sheet and grading rubric. All grades are posted on Blackboard. It is the student’s responsibility to check grades regularly. It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

ATTENDANCE

For classes that meet once a week, after the first unexcused absence, final grade will be dropped by one full letter. After the third unexcused absence, student will receive a failing final grade.

For classes that meet twice a week, after the second unexcused absence, final grade will be dropped by one full letter. After the fourth unexcused absence, student will receive a failing final grade.

For classes that meet three times a week, after the third unexcused absence, final grade will be dropped by one full letter. After the fifth unexcused absence, student will receive a failing final grade.

An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.

Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence. Job interviews or doctor's/dentist's appointments are not to be scheduled during class.

Missing Portions of Class: The following count as unexcused absences

- More than 15 minutes late for class
- Failure to bring supplies to class
- Failure to return from break
- Leaving class half an hour or more early
- Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

Pre-student teaching, observations, evaluation from cooperating teacher

I will make three visits to your school. The first visit is an introductory meeting to ensure that you and your cooperating teacher know the expectations of our program. The other two visits are formal observations of you teaching a lesson. These two observations should be scheduled at a time when we can talk about the lesson immediately after you teach it.

Email me your lesson plan that I will observe 48 hours prior to our meeting. If it is your coop's lesson, it might not be possible to use the format that I've assigned. Do your best. If it is your lesson, that you designed, then you are expected to use the lesson plan format assigned in class. See separate lesson plan format.

Pre-student teachers are to teach at least ten lessons over the course of the experience. If possible, they should teach more than the required minimum. You must submit your lesson plan to your cooperating teacher 48 hours before you plan on teaching it, or else you are not permitted to teach it. This is a College policy.

Students complete at least 110 hours of pre-student teaching. You should expect to go beyond the requirements and prove your dedication and work ethic. Students who fall short of the expectations will not be approved for student teaching without completing further successful fieldwork. A portion of the student's final grade in this course is determined by the cooperating teacher's evaluation. Refer to Pre-Student Teaching Handbook for further requirements and procedures.

Course outline and schedule

Date	Readings Due	Topics of class discussions
Aug 28		Review syllabus, assignment sheets, PAEA Conference. Discussion: What's the difference between a lesson, unit, sequence, and curriculum?
Aug 29 6:30pm	meeting with Mrs. Modjadidi, PPHAC 102	Policies for pre-student teaching placements
Sept 4	-Baxter, K. <i>Curriculum Design in Art Education</i> -Walker, Big Ideas and Artmaking -Burnette & Lokerson, Art Teachers & Special Education Law, Ch 2, pp. 15-25, in <i>Reaching and Teaching Special Needs through Art</i> -UDL, National Universal Design for Learning Task Force. The facts for educators	Bring in 2 possible ideas for your unit Share sketchbooks with 3 ideas for thesis artwork DUE: Please email to me: 1-page summary your legal obligations to all students as a public school art teacher
Sept 11 6-7pm	Comenius Center Graduate Symposium, Foy Hall Seating for this program is limited and tickets required.	Lecture: <i>"Building Better Brains: How Neuroscience is Altering Human Functioning."</i>
Sept 18	-Guay, Special needs students in the art room, p.3-13 in <i>Reaching and Teaching Special Needs</i> -McCollister, Developing criteria rubrics in the art classroom	Bring in a draft of "Introduction to Unit" and 1 lesson for feedback. Bring a copy for each of us. (ungraded)
Sept 25	-Milne, Use of reflective artmaking in pre-service education. -Eubanks, Interdisciplinary study	Share sketchbooks Critique of thesis artwork
Thurs Sept 26 6:30-8pm	Reception in Payne Art Gallery for Student Art Exhibition, Curated by Kelsey King	
Oct 2	-Lynch & Warner, Creating lesson plans for all learners. -Rubinstein-Avila, Connecting with Latino Learners. -PA English Language Proficiency Standards, Glossary, p. 101-102 -Students choose from Chapters 4-9 in <i>Reaching and Teaching Special Needs through Art</i> .	Using one chapter from <i>Reaching and Teaching Special Needs through Art</i> , identify "Strategies for Diverse Learners" in your lesson. Bring enough copies of your lesson for each of us for feedback. Share sketchbooks
Oct 9 4-7pm	Payne Art Gallery Pizza served!	4:00pm: Kelsey King's presentation about Student Art Exhibition 5:30: Caitlyn Heil & Colleen Hait's presentation about art camp DUE: (GRADED): Post on Blackboard: Draft of Unit Due: (GRADED) Sketchbooks
Oct 16	Prep for PAEA Conference	Meet at the Best Western, Bethlehem
Sat Oct 19 4:30-9:30pm	PAEA Conference. Sign up with Jan to be a "Student Ambassador" that night	PAEA Reception and events in Payne Art Gallery and Foy Concert Hall, 4:30-9:30pm
Oct 23	Art Content Knowledge, Praxis Test Prep materials	Praxis Review with Jan
Oct 30	Graham, M.A. & Zwirn, S.G. How Being a Teaching Artist Can Influence K-12 Art Education	Review grades for Draft of Unit
Nov 6	Daichendt, Artist teacher, Chapter 3	Critique of sketchbooks and thesis artwork
Nov 13	Buffington, Preparing a Professional Teaching Portfolio	Critique of Portfolios Bring in 1 section of unit for feedback. Bring enough copies for each of us.
Nov 20	-Stephens, Writing a Philosophy of Art Teaching	Critique of thesis artwork Drafts of Artist's Statement & Teaching Philosophy
Nov 27	Thanksgiving Break: No class	
Dec 4	Share all completed assignments	DUE: Portfolio, Thesis Artwork, Plan for completing artwork, Final Unit uploaded to Blackboard

Syllabus is subject to change

If you are late or absent, it is **your responsibility** to find out what you missed (not the professor's to tell you what you missed) and to catch up in a timely manner. **Do not email the professor** to find out what you missed in class instead contact a fellow student in the class.

Learning Services Office

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Academic Honesty

Institutional expectations and the consequences of failure to meet those expectations are outlined in the Moravian College Student Handbook 2011-2012 found online at:
<http://www.moravian.edu/studentLife/handbook/academic/academic2.html>

Plagiarism

If an instructor suspects plagiarism or any other form of academic dishonesty, the student will be asked to show the notes and drafts contributing to the final version of a paper. The instructor also has the right to review any books or periodicals that were used. The grade for the paper will be suspended until these materials have been reviewed. An instructor who suspects a student of violating the policy on academic honesty with regard to an assignment, requirement, examination, test, or quiz will consult with the Department Chair and Academic Dean using a blind copy of the work in question, to verify the violation. If the charge is verified, the instructor will, in almost all cases, **assign either a grade of zero to the academic work in question or a failing grade in the course** in which the violation occurred. The student must be informed in writing of the alleged violation and penalty; a copy of this memo must be sent to the Associate Dean of Academic Affairs. A student may appeal either a charge of academic dishonesty or a penalty as follows: First, to the course instructor. Next, in the case of a First Year Seminar, to the Chair, First Year Seminar. Next, to the Academic Standards Committee, chaired by the Associate Dean for Academic Affairs.

Attention Education Majors: All violations of academic honesty reported to the Dean are shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Moravian College Student Chapter of the National Art Education Association (NAEA)

All students are encouraged to attend bi-weekly meetings of the Student Chapter of NAEA. Meetings are usually every-other Wednesday in the Root Cellar at 5pm. Join us to help plan art education workshops, conferences, fundraisers, art camp for kids, and professional development opportunities. Students will network with other art educators from across the state and country and meet other art education students in colleges and universities. Take a leadership role and gain valuable experience for your future career.

Art Department Mission Statement

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the ground-work for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

FALL TERM (2013)

Classes Begin	August 26	Monday
Labor Day - no classes, offices closed	September 2	Monday
Final Day for Course Changes	September 3	Tuesday
Rosh Hashanah – classes held	September 5	Thursday
Yom Kippur - classes held	September 14	Saturday
Sukkot - classes held	September 18	Wednesday
Family Day	September 21	Saturday
Mid-Term	October 4	Friday
Homecoming	October 5	Saturday
Fall Recess Begins	October 12	Saturday, noon
Eidul Adha	October 15	Tuesday
Fall Recess Ends	October 16	Wednesday, 7:30 a.m.
Registration for Spring Term	October-November	
Last Day for Withdrawal with W	November 1	Friday
Islamic New Year*	November 4	Monday
Thanksgiving Recess Begins	November 23	Saturday, noon
Thanksgiving Recess Ends	December 2	Monday, 7:30 a.m.
Vespers	Dec. 6-8, 13-15	Friday-Sunday
Classes End	December 6	Friday, 4:15 pm
Reading Days	December 7-8	Saturday-Sunday
Final Examinations	Dec. 9-14	Monday-Saturday

Art Education Resources

Links to all websites and selected readings are found on “Blackboard”

Pennsylvania Department of Education (PDE) Online Resources

- Standards Aligned System
- Academic Standards for the Arts and Humanities
- Language Proficiency Standards for English Language Learners PreK-12
- Code of Professional Practice and Conduct for Educators
- Chapter 354 General Standards and Specific Program Goals

Standards

National Common Core Standards

<http://www.corestandards.org/>

The National Coalition for Core Arts Standards (NCCAS)

<http://www.arteducators.org/research/nccas>

PA Common Core Standards

<http://www.pdesas.org/Standard/CommonCore>

Teaching ELL's Readings

Eubanks, P. (2002). [Students who don't speak English](#). *Art Education*, 55(2), 40-45.

Garcia, E.E. & Jensen, B. (March, 2007). Helping Young Hispanic Learners. *Educational Leadership*, 34-39.

Goldenberg, Claude. “Teaching English Language Learners What the Research Does—and Does Not—Say,” *American Educator*, Summer, 2008. <http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

Henry, C. (2007). Teaching in Another Culture: Preparing Art Educators for Teaching English Language Learners. *Art Education* 60(6), 33-39.

Lombardi, J. (May/June 2008). Beyond Learning Styles: Brain-Based Research and English Language Learners. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, v81 n5 p219-222.

Miller, P.C. & Endo, H. (2004). Understanding and meeting the needs of ESL students. *Phi Delta Kappan*, 85(10), 786-791.

New York State Education Department Office of Bilingual Education and Foreign Languages Studies (2010). *Art as a tool for Teachers of English Language Learners*. Albany, NY: The University of the State of New York.

Pennsylvania Department of Education. ELPS Training: Powerpoint presentation that explains the importance of meeting the needs of ELL's

Rubinstein-Avila, E. (February, 2006). Connecting with Latino Learners. *Educational Leadership*, 38-43.

Whelan-Ariza, E. (2010). *Not for ESOL Teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. New York: Allyn & Bacon.

Young, T.A. & Hadaway, N.L. (2006). *Supporting the literacy development of English learners*. Newark, DE: International Reading Association.

Teaching ELL's Radio Program

NPR Radio Program: Educating Latinos: An NPR Special Report: A Five-Part Series on a Crisis in Education
http://www.npr.org/programs/atc/features/2002/nov/educating_latinos/series.html

Teaching English Language Learners: Websites

English Language Learners in Pennsylvania Schools: Legal Issues and Advocacy Opportunities
<http://www.elc-pa.org/pubs/downloads/english/ell-Current%20issues%20Nov%202006.pdf>

Teachers of English to Speakers of Other Languages, TESOL
<http://www.tesol.org/>

National Association for Bilingual Education, NABE
<http://www.nabe.org/>

WIDA World-Class Instructional Design and Assessment
<http://www.wida.us/>

Many Things
<http://www.manythings.org/>

Colorín Colorado!
<http://www.colorincolorado.org/>

Center for Research on Education, Diversity, and Excellence Hawai'i Project (CREDE)
<http://manoa.hawaii.edu/coe/crede/>

National Clearinghouse for English Language Acquisition and Language Instruction Programs (NCELA)
www.ncela.gwu.edu

Activities for students who are ELLs (many different languages too!)
<http://a4esl.org/>

All English Language Learners articles
<http://www.readingrockets.org/article/c61/>

Kennedy Center: Arts Edge: Using the Arts to Support English Language Learners
<http://artsedge.kennedy-center.org/educators/how-to/supporting-individual-needs/supporting-ell-with-the-arts.aspx>

Everyday ELL: Teaching Tips and Materials Supporting English Language Learners
<http://www.everydayell.com/>

TESOL International Association: English Language Proficiency Standards PreK-12
<http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards>

Teaching Students with Diverse Needs

Students with Visual Impairments

Art Beyond Sight: Museum Education Initiative

<http://www.artbeyondsight.org/>

Teaching Braille to Young Children

<http://www.pathstoliteracy.org/teaching-braille-young-children>

Students with learning and developmental disabilities

Gerber, B.L. & Guay, D.M. (Eds.). (2006) *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association.

Henley, D. R. (1992). *Exceptional Children: Exceptional Art: Teaching Art to Special Needs*. Davis Publications.

Larkin, M. (2002). Using scaffolded instruction to optimize learning. *ERIC Digest. Disabilities and Gifted Education*, Arlington, VA.

Lokerson, J.E. & Joynes, A.C. (2006). Students with learning disabilities. In B.L. Gerber & D.M. Guay (Eds.). *Reaching and teaching students with special needs through art*. Reston, VA: National Art Education Association. (pp. 83-106)

Lynch, S.A. & Warner, L. (2008). Creating lesson plans for all learners. *Kappa Delta Pi Record*, 45(1) 10-15.

UDL, National Universal Design for Learning Task Force. The facts for educators. Retrieved from: udl4maryland.webs.com/UDLEducatorsFactSheet.pdf

Vize, A. (2005). Making art activities work for students with special needs. *Art and Activities*, 138(4), 17, 41.

The Kennedy Center: VSA: The International Organization on Arts and Disability

<http://www.kennedy-center.org/education/vsa/>

The Arc

Largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families

<http://www.thearc.org/>

"I'm an artist" movie

I'm an Artist tells the story of the often hidden children of our times-students with learning disabilities. In this heartwarming documentary young adults with Down syndrome, autism, and behavior issues collaborate with a dedicated teacher to create artwork for their first professional gallery exhibition. As the students draw, color, and paint we witness how these children, who often struggle in life every day, gain confidence and self-acceptance through artistic expression. <http://www.imanartistmovie.com/>



**Pennsylvania Art Education Association
Annual Conference**
Forging a Strong Future: Reflect, Refine, Reignite
October 18-20, 2013
Best Western Plus Lehigh Valley Hotel &
Conference Center, Bethlehem, PA



Conference Co-Chairs: Kristin Baxter & Heather Fountain

Register online:

www.paeaconference.org

Moravian College faculty, students, and alumni will be presenting!

- **Kirsli Spinks and Kris Kotch:** Using Process Books to Achieve Creative Results for Project-Based Assignments
- **Kristin Baxter, Caitlyn Heil, Colleen Hait:** Pre-Service Educators Use Technology to Teach Observational Drawing
- **Kristin Baxter, Kelsey King:** Using Technology to Curate the 2013 PAEA Student Art Exhibition
- **Hailey Brown:**
 - How to Survive your First Year in the Art Classroom
 - Interview and Resume Building: The Basics

More than 100 presentations, keynote lectures, workshops and events will be offered, including:

- Using Pinterest, twitter, apps, gaming and other technology in art lessons
- Advocacy and building relationships with your political legislators
- Creating a professional portfolio, resume, and cover letter; e-portfolios
- Teaching art to children with disabilities
- Linking lesson objectives and assessment
- Museum Education & Art History in K-12 art education
- Photography in the K-8 artroom
- STEM to STEAM initiatives
- Keynote lectures by
 - Neda Ulaby reporter for National Public Radio, covering arts, cultural trends and digital media.
 - Dr. F. Robert Sabol, National Art Education Association President
 - David Darts, Chair of the Department of Art and Art Professions and Director of the NYU Steinhardt MA in Studio Art Program in Berlin, Germany

Hands-On and Interactive Workshops include:

- Jewelry Design
- iMotion and iMovie animations
- Nichos: Latin American clay shadow boxes
- Felting
- Tech Café
- Fashion Show featuring wearables made by local high school students, using only recyclable materials
- Exhibition Hall with vendors featuring new art education products and services

Special Events:

- K-12 Student Art Exhibition, Payne Art Gallery
Curated by Moravian College art education student, Kelsey King
- Kemerer Museum of Decorative Arts: *Stitched Together: Samplers from Past and Present*
- Candlelight Walking Tour of Historic Bethlehem
- Tours of Central Moravian Church and the Moravian Museum