

# AERI SYMPOSIUM SCHEDULE

## OCTOBER 19-21, 2017

### Thursday, October 19th

2:00 – 2:15 pm	<p><b>Welcome</b>  Laurie Hicks, Co-Chair, Art Education Research Institute  AERI Graduate Research Award: Sarah Travis, University of North Texas (Dissertation Director: Amelia Kraehe)</p>	
Break		
2:25 - 3:40 pm	<p><b>Panel - Disability Justice: Access, Ethics, and Equity Arts Education Research</b></p> <p>Chair: Karen Keifer-Boyd  Panelists: Flavia Bastos with Samantha Charek Johnson, Jennifer Eisenhauer Richardson, Alice Wexler</p> <p>Disability justice is a socio-political activist framework that recognizes entangled forms of oppression – queer women of color with disabilities, trans and gender non-conforming people with disabilities, people with disabilities who are incarcerated, people with disabilities who have had their ancestral lands stolen or refugees with disabilities, amongst others. Disability justice activists employ civil disobedience when advocacy and other civil processes fail to protect access to community-based services. Sins Invalid, the NYC-based Disability Justice Collective, Seattle’s Disability Justice Collective, and Vancouver’s Disability Justice Collective are examples of leadership in the arts by people with disabilities who center justice and reframe access, ethics, and equity. In this panel, Flavia Bastos and Samantha Johnson Charek unpack ethical considerations emerging from research that empowered intellectually disabled artists to research their own experiences teaching in local schools. Jennifer (Eisenhauer) Richardson proposes that disability studies in education is a form of dissensus that redistributes an ableist order and impacts both teachers and students who identify as disabled and those who do not. Alice Wexler shares research about “outsider artist” Dan Miller—one of 140 artists who attend Creative Growth Art Center—as a case study of a non-verbal autistic making meaning of language in visual art. The panel chair, Karen Keifer-Boyd shares her involvement in a Kennedy Center five-year research initiative on disability access and equity research to learn from and with visual artists with disabilities.</p>	
Break		
3:50 - 5:05 pm	<p>ROOM 260  Pecha Kucha</p>	<p>ROOM 256  <b>Pre-Service</b>  Chair/Respondent:  Doug Boughton</p> <hr/> <p>The Impact of the edTPA on Visual Arts Teacher Education in Wisconsin</p>

		- Jaehan Bae
		Extrapolate: An Action Research Study Examining the Utilization of a Game in Preservice Preparation - Christina Bain & Joana Hyatt
Break		
5:15 - 6:30 pm	ROOM 260 Pecha Kucha	ROOM 256 <b>Past and Present</b> Chair/Respondent: Juan Carlos Castro
		Fostering a Divide in Art Education: The Philadelphia Centennial Exhibition of 1876 - Paul E. Bolin
		Arts-Based Research at a Time of Alternative Facts - Richard Siegesmund
7:00 - AERI Symposium Dinner		

**Friday, October 20th**

9:00 - 9:40 am	<p><b>Opening Session</b>            Gerald Blazey, Vice President for Research and Innovative Partnerships, Northern Illinois University            John Siblik, Director of School of Art and Design, Northern Illinois University            Kerry Freedman, Co-Chair, Art Education Research Institute</p>
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Break

9:50 - 11:05 am	ROOM 260 <b>Narratives</b> Chair/Respondent: Stephen Carpenter	ROOM 119 <b>Children</b> Chair/Respondent: Joni Acuff
	Enacting Wide-Awakeness: Stories of Challenging Moments and Personal Change in High School Visual Arts - Rebecca Williams	Nature or Nurture? The Significance of Art Education in Developing Visual Literacy of Young Children - Andrea Kárpáti & Ágnes Gaul-Ács
	Drawing Dynamic Voices in a Museum Gallery: Comics as a Research Methodology - Yen-Ju Lin	The Effects of Art Teacher Values and Approaches on Fourth Graders' Justifications for Art Education - Jillian Hogan

Break

11:25 - 12:40 pm	<p><b>Panel - Race and Racism in 21st Century Art Education</b></p> <p>Chairs: Joni Acuff and Stephen Carpenter            Panelists: Michelle Bae-Dimitriadis, Amelia Kraehe, Vanessa Lopez</p> <p>DuBois' (1903) identification of the problem of the twentieth century as "the problem of the color-line" marked race explicitly as a system of oppression and injustice in the United States, providing a grounding for social inquiry, action, and resistance. Scholarship in social science and education located within or around problems of race and racial oppression have contributed to the establishment of research methodologies, theoretical frameworks, fields of study, university departments, and curricula. Similarly, race and racial oppression manifest in varying ways in and throughout art education practices, methodologies, institutions, and theoretical frameworks. Unfortunately, progression around racial injustice in and throughout art education continues to stall as art educators are either largely silent about the topic or prefer to use benevolent, cursory language (i.e. social justice, diversity, culture, equality) to make the conversations more comfortable, devoid of controversy, and consequently idle. It is critical that we begin to name explicitly <i>race</i>, <i>racial oppression</i>, and <i>issues of racism</i> within our discipline via research discourses, visual representations, language, departmental and institutional goals, curricula, and classrooms.</p>
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	This panel will share the specific research questions, theoretical frameworks, and conceptual tools that guide their own interrogations of race and racism in art education and the implications for using them to question and denormalize white hegemony. This racially diverse panel of presenters is but one representation of the multidimensionality of intersections of race and art education in the 21st century.	
12:40 - 1:45 pm	Lunch (provided)	
1:45 - 3:00 pm	ROOM 260 <b>Learning Pathways</b> Chair/Respondent: Deborah Smith-Shank	ROOM 119 <b>Disability Studies</b> Chair/Respondent: Doug Blandy
	Traversing Lines of Figuration: The Art Student as Nomadic Subject - Timothy Smith	Constructing through Art Education: A Case Study of High School Students with Emotional Disabilities - Kelly Gross
	Mapping Desire Paths: Imagining Teaching and Learning Potentialities in Pre-service Education - Rachel Fendler	Art, Education, and Culture in Disability Studies: Art as Confessional - Alice Wexler
Break		
3:10 - 4:25 pm	ROOM 260 <b>Social Justice</b> Chair/Respondent: Amelia Kraehe	ROOM 119 <b>Arts-Based Research</b> Chair/Respondent: Kimberly Sheridan
	Black Stereotypes: Re/cognizing and Re/framing <i>His-Stories</i> of African Americans - Wanda B. Knight	The A/R/T of Teacher Renewal: Ritualized Artistic Inquiry as Professional Development Purpose - Libba Wilcox
	Assessing Transformative Learning through Research-informed Theatre for Social Change - Karen Keifer-Boyd	Arts-Based Research: Two Videotaped Painting Lessons with Maya Painters Pedro Rafael González Chavajay and Paula Nicho Cúmez - Kryssi Staikidis
Break		
4:45 - 6:00 pm	<b>Panel - New Quantitative Methods</b>  Chair: Kimberly Sheridan Panelists: Abigail Konopasky, Trude Jackson	

	<p>Quantitative research methods provide tools to make sense of complicated data. Yet many of these quantitative methods have also been criticized as reductive, blunt, distorting and insensitive to the particularities of context. Each of the researchers on this panel uses quantitative methods in innovative ways to begin to address some of these limitations. Taken together, we will use these examples to generate discussion on new approaches to quantitative methods and their potential in art education research.</p>
6:30 pm	Steering Committee Meeting/Dinner

**Saturday, October 21st**

8:30 - 9:45 am	ROOM 260 <b>Cultural Research</b> Chair/Respondent: Elizabeth Garber	ROOM 119 <b>Technology</b> Chair/Respondent: Kerry Freedman
	Transforming our Practices: Indigenous Art, Pedagogies, and Philosophies Kryssi Staikidis & Christine Ballengee Morris	Animated Encounters: Video as a Learning Methodology - Kim Snepvangers & Ivana Taylor
	Contexts, Practices, and Consequences of Identity Work in Social Justice Art Education - Sarah Travis	Promises and Challenges of Art Education in an E'telier: Art Teaching and Learning in an Online Studio - Marjorie Cohee Manifold

Break

9:55 - 11:10 am	ROOM 260 <b>Research Strategies</b> Chair/Respondent: Kim Cosier	ROOM 119 <b>Urban Art Education</b> Chair/Respondent Donal O'Donoghue
	Artistic Research and the Discourse of Danger - Lorrie Blair & Gia Greer	Spaces of Justice in Urban Landscapes of Art Education - Amelia Kraehe
	Semiotics and Material Culture Research Strategies - Deborah Smith-Shank	Stepping onto Fertile Ground: Urban Teachers Growing With and Through the Arts - Christine Woywod, Candance Doerr-Stevens & Joelle Worm

Break

11:20 - 12:35 pm	<p><b>Panel - Art Education and the New Conservative Politics: Implications for Research</b></p> <p>Chair: Laurie Hicks Panelists: Doug Blandy, Kim Cosier, Li-Hsuan Hsu, David Herman</p> <p>This panel will provide a forum for discussion of the current political situation in the United States and general political aggression toward education and the arts. The panelists will present their insights and concerns as a starting point for open discussion with the audience. The focus will be on implications for research and the role it might play in strengthening art education in face of political challenges as we chart a path for the future.</p>
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Break

12:45 - 1:00 pm

**Closing Session**