James Madison University

From the Selected Works of Karin Tollefson-Hall

Spring 2011

Connecting the dots from Virginia to Seattle

Karin Tollefson-Hall, James Madison University

Available at: https://works.bepress.com/karin_tollefson-hall/61/
Secondary continued

long time for arts organizations and schools in Japan to have the ability and funds to be able to operate effectively. It is hard to even think about the loss of artifacts and artisans. And as we wring our hands over the effect of our state’s budget on our art programs, can you imagine how our education budgets would be affected if we had a natural disaster that overwhelmed our government’s resources?

Although those of us who have not studied or lived in Japan cannot actually thoroughly teach Japanese arts and culture, we can all weave aspects of them into our classes. Most of us do anyway when we make block prints, teach pottery or even just marbelize paper. Virginian’s are lucky to have the Freer and Sakler Galleries, which specialize in Asian art nearby in Washington, DC. One of my fondest “I’m so lucky to be an art teacher” memories was of attending an event for educators given by the Textile Museum, which not only included an exhibit of Kimonos, but outside in their courtyard, tents with Japanese artisans demonstrating Japanese textile arts, like Shibori. Visit their websites for information about their free teacher workshops, for example Ikebana and the Japanese expression of the seasons and their connection to nature, this spring. Although, for some of Virginians, myself included, these workshops are a long trip, my experience is that they are very well planned and worthwhile.

Our students need a broader perspective of the historic events taking part in Japan, Northern Africa and the Mid-east with discussion of the art of those cultures. Art makes us human, but also conveys each culture’s individuality, and our students need to see more than just the media’s feeds on these events. Visual literacy, cultural literacy, post-modernism, etc, all require some understanding, no matter how small, of the vastness and variety of human culture.

We are also thinking about our spring student art shows and festivals. Please make adding even more art advocacy to your event a priority this year. Ideas are to have quotes about the value of art education throughout the venue, quotes from the students about what they value about their art classes, an advocacy table with handouts from Virginians for the Arts and other arts advocacy organizations.

Check the website for the workshop form. Please check my report in that last issue of our newsletter for workshop topics that were requested at our secondary meeting. We need to make sure that secondary teachers don’t leave the conference thinking that there wasn’t much for them. The proposal deadline is June 15th and the form is online.

Finally, thanks to all of you who filled out the secondary survey. We will share the results in a future newsletter.

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Art Teacher: Pamela Lassiter.

Acara, Gr. 12, Maury HS, Norfolk.

Connecting the Dots from Virginia to Seattle

As members of VAEA how will we connect the dots back to Seattle, as we fulfill our goals for the next academic year? The Higher Education Business Meeting in Seattle began with welcoming the new Higher Education Division Director, James H. Rolling. In the discussion several areas of focus were proposed for the upcoming year.

Higher Education

by Karin Tollefson-Hall
In Virginia, our task is to add to the following conversations of the NAEA board and higher education division during the 2011-2012 academic year.

- Production of an open access online database of research in art education so that teachers and scholars without institutional affiliation will have better access to resources is needed. Currently The Ohio State University is piloting “Knowledge Bank” as an online site to collect graduate student research. Another recommendation was to utilize Academia.edu.

- The New Faculty Working Group presented two panel discussions targeted at issues in hiring and beginning in academia. Both presentations were well received and recommendations for repeating the panels next year were noted. What other forums for mentoring and supporting new faculty could be implemented?
- Higher education members expressed interest in cross-institution international studies programs. In what ways do we approach cross-university programming in our region?
- As educators of pre-service teachers we recognize the disconnect between theory and practice as we witness the tension our student teachers feel when trying to implement art education theory that is not present in the cooperating teachers practice. How will we connect to teachers in meaningful ways to foster community and decrease the divide between art education faculty and the field? At the same time, how can we support student teachers as they pursue teaching using contemporary art education theory when it is met with resistance from cooperating teachers, colleagues, and the greater school community?
- There is a need to increase the spread of knowledge gained through professional development grants. How are we, within state and national venues, disseminating research and reports from professional development grants at the university level?

I realize these are larger issues than we can cover in one year. What we can do is choose the issues that speak most to our VAEA goals and individual experiences to add to the discussions within our division at VAEA and NAEA. Lastly, a few announcements from Seattle:

- The NAEA Student Chapter Advisor requests that we encourage students at all levels of undergraduate study in art education to join a student chapter and be active in state and national conventions next year. There is a visible need to grow memberships within the population of beginning teachers.
- A new journal of art education will be launched this year. The first issue of “Visual Inquiry: Learning and teaching art” is in production through Intellect Books a publisher in the UK. The editor of “Visual Inquiry” is G. James Daichendt. “Visual Inquiry” will feature peer reviewed research as well as reflections of teaching, interviews with artists/teachers, descriptions of significant programs, and reviews of exhibitions, conferences, books, and films. The aim is to take the best of “Studies in Art Education” and “Art Education” and place them side-by-side in one publication. Inquiries can be sent to James at gdaichendt@apu.edu. Requirements for submitting and journal information can be found on the publisher’s website, www.intellectbooks.co.uk
- Materials from presentations and workshops presented in Seattle are located on the Digication Site of the NAEA website.

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