



NAEA RESEARCH
COMMISSION

INSIDE/OUTSIDE: Connections, Curiosities, and Questions in Art Education

Tuesday, February 23 and 24 2021 | 11:00am–3:00pm

Conference Directors: Kristi Oliver, Dana Carlisle Kletchka, Mark Graham, Kathryn Hillyer, James Rees, and David Rufo

Inside/Outside:

Connections, Curiosities, and Questions in Art Education

Tuesday, February 23 and 24, 2021 | 11am to 3pm

Conference Directors: Kristi Oliver, Dana Carlisle Kletchka, Mark Graham, Kathryn Hillyer, James Rees , and David Rufo

Inside/Outside: Connections, Curiosities, and Questions in Art Education

will focus on areas of inquiry that explore connections in and outside of the educational milieu that intersect with the field of art education.

The 2021 Research Preconference is organized by the NAEA Research Commission, generously supported by the National Art Education Foundation, and open to all NAEA members. The preconference is structured around the following questions:

How do our individual experiences (as insiders) affect what we know and communicate to those within and outside our institutions, organizations, and field(s)? How does that influence the issues and research questions we pursue?

How do we navigate being both an insider and outsider in our own teaching contexts? How do we navigate being both an insider and outsider in our field?

What is our responsibility as educators to conduct research that highlights the importance of art education to those outside the field? In what ways are we communicating our findings to those inside and outside of our field, and how might that impact our research questions, methods, discussion, and advocacy efforts?

How do our individual and collective research needs connect? How do they resonate, complement, and extend one another? Where do we find productive tension and how can that be used to generate new insights?

How do our individual questions and curiosities impact the larger story of research in our field(s)? What do we learn about ourselves while following a line of inquiry?

What is the life cycle of research? How do questions emerge, shift, change, and lead to more questions?

CONFERENCE SCHEDULE

Day 1: Tuesday, February 23rd

11am to 12pm

Welcome

Sara Wilson McKay, Chair, NAEA Research Commission
Thomas Knab, President, National Art Education Association
Mario R. Rossero, Executive Director, National Art Education Association

Plenary Session | Inside/Outside: Connections, Curiosities, and Questions in Art Education

Panelists: Khaffi Beckles, University of Arizona; Amelia (Amy) Kraehe, University of Arizona; Mindi Rhoades, Ohio State University; Ann Rowson Love, Florida State University; Kimberly Sheridan, George Mason University

Moderator: Dana Carlisle Kletchka, Ohio State University/ NAEA Research Commission

****Panelist and moderator bios are located at the end of each day below.**

12 to 12:20pm

Research Conversations

Join members of the NAEA Research Commission for informal discussion surrounding the conference theme, *Inside/Outside: Connections, Curiosities, and Questions in Art Education*.

12:30 to 1:20pm

Short Form Presentations | Group A

Supporting the Affective Engagement of Multilingual Learners through the Arts and Family Engagement

Julie Sawyer, University of Massachusetts Lowell
Supporting the affective engagement of multilingual learners through the arts and family engagement requires thoughtful communication with both insiders and outsiders; using research, anecdotal data, and the reflections of students.

The Three C's of Social Justice and Community-Based Art Education: Connections, Collaboration and Creativity

Maggie Leysath, Stephen F. Austin State University School of Art
Art Education students scheduled to provide art lessons at the local Boys & Girls Club adapted efforts to create a mural completely online illustrating the social justice theme of intercultural harmony.

Five Strategies for Conducting Visual Ethnographic Research in the Visual Arts

Debrah C. Sickler-Voigt, Middle Tennessee State University
Discover five effective strategies for conducting visual ethnographic research to shape instruction, address real-world issues, meet diversified students' and our own professional needs, and positively impact the art education field.

Short Form Presentations | Group B

Children's Art Projects on YouTube

Jinyoung Koh, Towson University

In analyzing existing YouTube videos related to art for children, professionals in art education can find ways to creatively include STEAM related projects into their curriculums.

Using Technology to Engage K-12 Students' Engagement in Online Learning

Dan Li, Michigan State University

My presentation will focus on technology in art education, such as Bitmoji classrooms, using VR to create a virtual art history tour and hold a virtual art gallery exhibition. I will share my students' examples in class. The audience can implement these tools immediately in their classrooms.

FaceBook Groups: Social and Silly or Professional Development

Jenny Evans, University of Texas

How do FaceBook groups support professional development? Analysis of 900 posts illustrate a different way of communicating, supporting, and learning in the age of technology.

Short Form Presentations | Group C

Beyond Answers in Watertight Containers

Donna Goodwin, University of Northern Colorado

This is a conversation about issues and practices that support art educators in the challenges of meeting new and seemingly unending standards through unstandardized ways afforded through the arts.

The Significance of Art Education

Blair Minick Lindsey, University of South Carolina

My research is intersected with my practicum work and focuses on the significance of art education and the positive influence it has on students. How can we advocate for the arts in schools inside and outside the classroom and community?

Exit/Us: Reversing the Exodus of At-Risk Arts Educator

Lucy Bartholomee, University of Texas at Arlington

Statistics on educators leaving the profession are staggering; the pandemic has only hastened this departure. What steps can we, the insiders in art education, take to retain talented educators?

Research Circle | Bridging Curriculum Connections to Cultivate Student Curiosities

Jen Bockerman, Moore Middle School; Kacee Conley, Irving Middle School; Kimberly D'Adamo, Lincoln Public Schools, NE; Kate Gracie, Roper Elementary; Maggie Eisner, Arts & Humanities High School; Lorinda Rice, Lincoln Public Schools, NE

To prepare students for the future, we are focusing on how the art room can be a space to "...learn, unlearn and relearn..." beginning a journey of adapting art curriculum.

Research Circle | Navigating the In-Between

Samuel H. Peck, University of Minnesota; David R. Modler, Shepherd University

The curiosities around a projects' potentialities living between art-making and education will be shared. How could an artistic action expose situations of value? Invitations for further collaborations will be offered.

1:30 to 2:20pm

Short Form Presentations | Group D

What's Going on Inside? Reframing Neurodiversity with a Journaling Arts Practice

Michelle Attias, Ohio State University

In dialogue with Kurt Cobain's journals, I will present my research on journaling as a site of political resistance in response to negative social discourses to create new narratives of neurodivergence.

The Quest for Empathy in Art Education

Jane Brumfield Montero, Creekside Intermediate School, Dexter Community Schools, Michigan

This presentation includes trends in empathy education, design thinking strategies, and visual storytelling. Current research from scholars in the field of Psychology and design thinking will be included.

Inner Calm Outer Chaos: Mindfulness and the Art Teacher

Mark Graham, Brigham Young University; Rebecca Lewis, Brigham Young University

Many students suffer from stress, anxiety, depression, and other challenges.

This presentation describes a research study of the benefits and limitations of mindfulness practices and art making among pre-service educators.

Short Form Presentations | Group E

K-12 Visual Arts is a Solution to the Needs of the 21st Century Job Market

Sherie Pierce, Uplift Education

Project based learning and design-based problem solving through elementary, middle, and high school visual arts curriculum is a measurable solution to projected gaps in 21st century job market needs.

Art for Strength During Collective Trauma with Covid-19 and Continued Racial Inequalities

Audrey Reeves, Utah Valley University

Negative, misinformed discourses surround art teachers that devalue our work and threaten our job stability. Now more than ever, the arts are necessary to sustain students during times of crises.

Navigating the System: Arts Advocacy in Public School

Mary Podsiedlik, Syracuse University, Tully Central School District

Using systems theory and meaning making as a methodology for arts research, we will explore questions and challenges facing arts advocates as insiders and outsiders in the public education system.

Research Circle | Inside/ Outside Narrative Circles: Learning Tensions and Possibilities in Art Education Research

Amber Ward, Florida State University; Amy Pfeiler-Wunder, Kutztown University

Join us in creating an interactive installation considering the future of research in art education: What lines of inquiry seem most prevalent in the field? Which narratives are heard? Silenced?

Research Circle | Contexts for Learning: Study Abroad, Cultural Partnerships and Adaptive Art

Christina Bain, University of Texas-Austin; Stephanie Harvey-Danker, Miami University, Ohio; Rina Little, Texas Tech University; Bette Naughton, West Chester Area School District, PA

Three recent works affiliated with the NAEA Research Commission's Professional Learning Through Research Working Group advocate for insider and outsider perspectives within teaching contexts. Authors from *Translations* and a PLR-sponsored webinar presenter will discuss their research.

Research Circle | The Puzzling Question and How It Can Be Addressed for the Future

Robin Vande Zande, Kent State University; Karen Carroll, Maryland Institute College of Art (MICA); Cindy Todd, Kendall College of Art and Design

Participants will consider how to improve education to shape a better world... and what indispensable role the visual arts could play in being central to a revised education system.

Research Circle | ED&I Research: Black Artists & Iranian Women U.S. Immigrants

Elham Hajesmaeili, Pennsylvania State University; Karen Keifer-Boyd, Pennsylvania State University; Glynnis Reed-Conway, Pennsylvania State University

Embracing equity, diversity, and inclusion (ED&I), two researchers present arts-based embodied research and challenge hegemonic notions of race, gender, and sexuality through study of Black artists and Iranian women's narratives.

2:30 to 3pm

Research Conversations

Join members of the NAEA Research Commission for informal discussion surrounding the conference theme, *Inside/Outside: Connections, Curiosities, and Questions in Art Education*.

First Plenary Moderator



Dana Carlisle Kletchka, Ph.D. is an Assistant Professor of Art Museum Education and Faculty Director of the Museum Education and Administration Specialization in the Department of Arts Administration, Education and Policy at The Ohio State University. Her research areas include post-critical art museum education theory; professional development for PreK–12 teachers in art museum contexts; the use of social media and digital technologies on interpretation and engagement in art museums; and the professional positionality of art museum educators within the profound paradigmatic shift of art museums over the last 50 years.

First Plenary Panelists



Khaffi Beckles is a Fulbright Scholar in the Art and Visual Culture Program at The University of Arizona. She is an emerging researcher as well as an artist and educator. Her research examines how formative experiences in the arts shape art educator identity, art practice, and art pedagogy. She employs visual and narrative methodologies that center the stories of art educators as forms of intelligence that offer nuance, insight, and life to research on arts equity, in particular the pathways and barriers to arts participation and access. A native of Trinidad and Tobago, Khaffi's positionality as Afro-Caribbean currently residing in the U.S. affords her a unique outlook. It is this hybridity of experience that informs and inspires her to seek and develop diverse ways of knowing and forms of knowledge that can humanize and enliven the often stoical research process.



Dr. Amy Kraehe is currently Associate Professor and Graduate Program Advisor in Art and Visual Culture Education and Co-director of the Racial Justice Studio, an incubator for arts-based antiracism research and pedagogy at The University of Arizona. Her scholarship, teaching, and community engagement focus on how the arts and arts education can challenge but also contribute to social inequality. She is co-editor of *The Palgrave Handbook on Race and the Arts in Education* (2018), the first research collection to use Critical Race Theory as an organizing framework to examine arts education. She was the Senior Editor of *Art Education* journal, and she serves on the steering committee of crea+e, the Coalition for Racial Equity in the Arts + Education. In 2020, Dr. Kraehe received the Mac Arthur Goodwin Award for Distinguished Service Within the Profession and in 2019 was the recipient of the Manuel Barkan Memorial Award for her article, "Arts Equity: A Praxis-oriented Tale." Her new book, *Race and Art Education*, written with Joni Acuff, will be available this spring from Davis Publications.



Dr. Mindi Rhoades is an Associate Professor in the Department of Teaching and Learning at the Ohio State University with interests in interdisciplinary arts-based learning, multimodal literacies, critical-creative meaning-making, and issues of equity and social justice. Dr. Rhoades got her undergraduate degree in English and Masters in English Education from the University of Georgia before teaching high school English in Athens, Georgia for six years. After leaving Athens, Mindi worked for the Philadelphia School District in their Department of Standards, Equity, & Student Services then for Congreso de Latinos Unidos, a social service agency in North Philadelphia. In Columbus, Mindi headed a computer testing and assessment center at Columbus State Community College before enrolling in the doctoral program in Art Education at Ohio State. Now an Associate Professor in the College of Education at Ohio State, Dr. Rhoades works mostly outside the field of art education, primarily with non-arts educators and in non-arts classrooms, to integrate arts-based teaching and learning in their own classrooms.



Ann Rowson Love is Associate Professor of the Museum Education & Visitor-Centered Curation MA/PhD program in the Department of Art Education at Florida State University. As the program coordinator, she is also the faculty liaison with the program's partner museum, The Ringling, where she teaches and conducts visitor studies. Love presents and publishes widely on collaborative curation, art museum interpretation, evaluation, and feminist systems thinking. Her co-edited books include *Visitor-Centered Exhibitions and Edu-Curation in Art Museums* (Villeneuve & Love, 2017) and *Systems Thinking in Museums: Theory and Practice* (Jung & Love, 2017). She regularly presents at the Annual Meeting of the American Alliance of Museums (AAM), National Art Education Association Convention, the International Conference of the Arts in Society, the International Conference of the Inclusive Museum, and Visitor Studies Annual Conference. She is on the board of the AAM's Curators Committee (CurCom), where she has also been a juror on the National Excellence in Exhibitions Competition for 2018/Phoenix and 2019/New Orleans. She was a member on AAM's National Program Committee 2019. She is active in the Southeastern Museums Conference (SEMC) as the chair of CurCom and on the annual conference program committee planning for the upcoming conference in Charleston in October. Ann coordinates the annual exhibitions competition for SEMC.



Dr. Kimberly Sheridan is an associate professor with a joint appointment in Educational Psychology and Art Education at George Mason University, where she directs the Learning in the Making Lab and is a founding co-director of the Mason Arts Research Center (Mason ARC), a National Endowment of the Arts Research Lab. Dr. Sheridan's research focuses on how people learn in studio environments and through the process of making. Dr. Sheridan's work broadly takes a sociocultural perspective on learning, studying how learning is situated in diverse and changing contexts with the advent of new technologies. She focuses in particular on creative production with technology and how technology can create innovative contexts of possibility for youth from traditionally underserved groups. Her work has been funded by the National Science Foundation, the Institute of Museum and Library Services, and the National Endowment of the Arts. She received her doctorate in Human Development and Psychology from Harvard University Graduate School of Education.

Day 2: Wednesday, February 24th

11–11:50am

Welcome

Juan Carlos Castro, Past Chair, NAEA Research Commission

Diane Scully, Chair, National Art Education Foundation

Plenary Session | Critical Ethical Questions for Advancing Equity, Diversity, and Inclusion in Art Education

Panelists: Elizabeth Barker, Lebanon High School, MO; David Herman Jr., Tyler School of Art and Architecture, Temple University; Wanda B. Knight, Pennsylvania State University; Browning M. Neddeau, California State University, Chico; Anna Pilhoefer, Santa Barbara Unified School District, CA; Krissy Ponden, The Unquowa School, Fairfield, CT; Emily Saleh, Village School in the West Windsor-Plainsboro Regional School District, NJ

Moderator: James Haywood Rolling, Jr., Syracuse University

****Panelist and moderator bios are located at the end of each day below.**

In this plenary session, several members of the Art Education Association's (NAEA) Equity, Diversity, and Inclusion (ED&I) Commission will illuminate some of the critical ethical questions that fundamentally motivate their own research and professional practices. The ED&I Commission of NAEA was established in 2019 as a critical step toward becoming a more anti-racist organization. The term *systemic racism* is redundant. According to environmental scientist and systems expert Donella Meadows, "a system is a set of things—people, cells, molecules, or whatever—interconnected in such a way that they produce their own pattern of behavior over time." Racism, all by itself, is systemic. That is its nature. It does not require a grammatical modifier. Humans, both as living, individual organisms and in our social interactions with one another, are also systemic. In her influential book *Thinking in Systems*, Donella H. Meadows (2008) defined a system as a "set of elements or parts that is coherently organized and interconnected in a pattern or structure" (p. 188) that becomes more than the sum of its parts and "produces a characteristic set of behaviors" classified as its "function" or "purpose"(p. 188).

Hence, there are dominant models of racist thought, perception, and derivative institutions which *systemically* work to *resist* greater diversity, equity, and inclusion out of a natural self-preservation. For this reason, the effort to generate greater diversity, equity, and inclusion in the arts, education, and human relations often requires new modelmaking. In an effort to foster anti-racist strategies for effective intervention against prevailing and resistant models of social behavior, a well-rounded understanding of the central ethical problem one is addressing is typically a fundamental starting point. This session is intended to convey varying stories of anti-racist research and practice that may in turn be adapted or otherwise developed by art + design educators in similar professional or social contexts.

12 to 12:50pm

Short Form Presentations | Group F

(Re)defining the “Outside” in Rural Art Museum Access and Post-Qualitative Research

Mallory Lind, University of Georgia

This presentation (re)defines what it means to be an “outsider” between art museums and rural adult populations to propose how blurring the binary can allow for possibilities of new relations.

Self-Efficacy Theory & Art Education

Jinyoung Koh, Towson University

This conference presentation will show the slides including the examples of cross-cultural learning experiences with the educational implications of art education.

Visual Research INSights, OUTSide the Art Education Classroom

Amy Ruopp, College for Creative Studies; Lauren Hermann, University of Missouri

This presentation reveals how innovative visual research practices in an arts-based methods class for general elementary undergraduate students expands and deepens conceptualizations of visual literacy and its critical role across curriculum.

Short Form Presentations | Group G

Engaging the Mess: A Sociomaterial Arts-Based Research Approach

Emily Jean Hood, Appalachian State University

This presentation critically reflects on my dissertation, an arts-based research project exploring how materials (both non-human and human) act as participants in artmaking, research, and knowledge production via mess.

Stories of Discard: Artful Interventions As Community-Engaged Pedagogy and Arts-Based Inquiry

Kira Hegeman, Saint Louis Art Museum

This session shares practice-based research focused on engaging communities with ideas of sustainability and new materialism through participatory, public art interventions.

Redefining Community Through A Museum Land Remembrance Initiative

Noel Bella Merriam, San Antonio Museum of Art

A museum's land remembrance initiative builds new bonds with Autochthonous and Indigenous community members and redefines institutional objectives.

Collaborative process, listening sessions, and co-creating the land remembrance statement is examined.

Research Circle | Seeking Synchronicity Through Synchronous Scribbles

Samuel H. Peck, University of Minnesota; David R. Modler, Shepherd University

This synchronous/collaborative drawing activity investigates collective visual knowing within a virtual space. The relational aspects of simultaneous mark-making with a collaborator in a digitized sphere will be explored.

Research Circle | Towards NAEA's New Research Agenda

Sara Wilson McKay, Virginia Commonwealth University; Chris Schulte, University of Arkansas; Juan Carlos Castro, Concordia University

Join members of the Research Commission in exploring diverse perspectives on the developing approach to NAEA's new research agenda, focusing on how research lives differently in different contexts across the membership.

Research Circle | Through the Lens of Difference: Youth Re-Identifying Arts Research Outcomes

Ivonne Chand O'Neal, MUSE Research; Khalil Dairrick Hodges, Soucial Workers Agency 515; Samantha Marcial, Arts Amplify Youth!; Jerome McClelland, Arts Amplify Youth!

An interactive Arts Amplify Youth! (AAY!)-led workshop will be followed by a riveting discussion of how the initiative met the needs of marginalized and isolated youth during the coronavirus pandemic.

1 to 1:50pm

Short Form Presentations | Group H

Unpacking a Collaborative Performance through Performative Analysis

Christine Liao, University of North Carolina Wilmington

Using performative inquiry and arts-based methods, the research analyzed the processes of a collaborative performance project and constructed new understandings of the collaborative experience through movement, poetry, drawing, and video.

High expectations versus no expectations: Balancing the roles of researcher and practitioner in the art classroom

Andrea Allen, University of Houston

A conversation about "perfect-world" and "real-world" expectations for art teachers. Through conversation and an overview of research findings, the goal of this presentation is to produce applicable strategies for setting and maintaining realistic expectations for our classrooms.

Mobilizing the Arts as a Transversal Cut Across Method

Melita Morales, Boston College

Grounded in auto-ethnography, I address the potential ontological disruption and disturbance art educators/researchers bring to theory and data to look anew at the ways humans construct meaning and knowledge.

Short Form Presentations | Group I

African and African-American Artisans to African-American Art Educators

Lynnette Gilbert, Arkansas Tech University

This historical research is a glimpse of the discovery of the evolution of African Americans artists/educators. Revealing stories of cultural identity from artistry to teacher training and practices of African American artists/educators.

Outside Together: Illustrated Memoir with Young Refugees

Kate Carlier Currie, Miami University

An illustrated memoir project with refugee and immigrant ELL high school students creates opportunities for these students' to bring their unique funds of

Indigenous and non-Indigenous Cultural Perspectives: What We Know and Communicate to those Within and Outside our Institutions Through Arts-Based Research

Kryssi Staikidis, Northern Illinois University

An international print exchange coordinated by Diné printmaker Melanie Yazzie is presented involving Indigenous and non-Indigenous artists whose artwork reflects our 2020 common history in what Yazzie describes as “huge times of change.”

Research Circle | COVID-19 Has Taken a Toll on Museum Education

Juline Chevalier, Museum Division Director, NAEA; Amanda Krantz, Managing Director, RK&A

Explore the results of a survey conducted to document the impact of COVID-19 on the museum education field.

Research Circle | From Outside to Inside: Dialogue between Art Education Research and College Teaching of Art

Stacey Salazar, Maryland Institute College of Art (MICA); Kathy Miraglia, University of Massachusetts Dartmouth; Daniel Barney, Brigham Young University; Mark Graham, Brigham Young University; Richard Siegesmund, Northern Illinois University; Mary Hafeli, Teachers College, Columbia University

Facilitators will share their perspectives on bringing college teachers of studio art, who are generally “outside” of research in art education, into dialogue with art education researchers.

Research Circle | Art Education and Creative Aging: Engaging in the Dialogue

Melanie Davenport, Georgia State University; Marjorie Manifold, Indiana University; Angela LaPorte, University of Arkansas; Susan Whiteland, Arkansas State University
Art educational scholarship in lifelong learning has much to contribute to emerging Creative Aging initiatives. This session will share research, invite stories, and engage with ideas to move inside this growing evidence-based movement.

2 to 2:50pm

Short Form Presentations | Group J

Art Educational Research in a Post-digital Visual Culture

Robert W. Sweeny, Indiana University of Pennsylvania

Artists who address aspects of digital dysfunction may be central to understanding the implications of a post-digital visual culture for the field of art education.

Content, Processing Time, and Quality: A Comparison of How Adolescents Use Smartphone Cameras and Dedicated Digital Cameras

Safia Fatimi, Teachers College, Columbia University

Dedicated digital cameras are slowly being replaced by smartphone cameras. This presentation looks at teenagers’ perceptions of both smartphone cameras and digital cameras, how they use both devices to create meaningful images and which they prefer.

The Unintentional Artist

Melissa Leaym-Fernandez, Pennsylvania State University

The presentation will expose how art making practices can impact social change, issue awareness and self-expression in a public context. The discussion will revolve around public displays of social creativity.

Short Form Presentations | Group K

Exploring Creativity and Cognition with Digital Technologies: Widening the Discussion Through the Shared Research Endeavors with Computer Science

Nicholas Leonard, Northern Illinois University

Exploring how approaching digital technologies with a focus on creativity and cognition can create discussions inclusive for outsiders in the field as well as the domain of computer science.

Using Theory to Explore Positionality in Historical Research

Debra A. Hardy, The Ohio State University

This presentation focuses on how White art education historians, often exempt from conversations around outsider status, need to investigate their own positionalities when researching art educators of color.

Art Education Toward Racial Justice

Eunjin Kim, The Pennsylvania State University

This presentation will look into the field of art education to define insiders and outsiders. Broadening perspectives through sharing experiences to positively affect students' learning and their attitude toward social justice will be explored.

Research Circle | Defining Art(s) Integration: Personally, Professionally, and as a Field

Stephanie Danker, Miami University; R. Darden Bradshaw, University of Dayton

Explore definitions of art integration and various methods of implementation and preparation (from a state-wide survey). Participate in a mini-workshop to reflect and analyze your own art integration education.

Research Circle | The Field of Aura: Exploring the Concepts and Multifunctions of Exhibitions in Children's Art Education

Chung-chen Lu, Gymchina International Research Institute for Children Education; Chia Ying Lee, Gymchina Education; Yan Bai Tong, ANOBO Team; Nicholas Chang, Central Academy of Fine Art; Dawn Wu, National Taiwan Normal University

Exploring the multifunctions of the exhibition by the changes in contemporary concepts. Those have allowed children themselves to become the curating subject, actors involved in the creation, and experimental grounds for creativity.

Research Circle | Data Visualization with Augmented Reality and Viral Imaginations

Karen Keifer-Boyd, The Pennsylvania State University; Elham Hajesmaeili, The Pennsylvania State University; Lauren Stetz, The Pennsylvania State University

Learn new directions in data visualization research-based art that employs augmented reality and as research pedagogy for insights into the needs, hopes, and desires of living during a global pandemic.

Second Plenary Moderator



James Haywood Rolling, Jr. is Dual Professor of Arts Education and Teaching & Leadership, and an affiliated faculty member in African American Studies at Syracuse University. Dr. Rolling will begin his elected term of office as the 37th President of the National Art Education Association (NAEA) in 2021 and currently serves as the inaugural Chair of the new NAEA Equity, Diversity, and Inclusion Commission. A member of the 2017 class of NAEA Distinguished Fellows, Dr. Rolling served as the Senior Editor of Art Education journal from 2015-2017 and is also a 2018 graduate of the School for Art Leaders, a flagship professional development program of NAEA supporting art + design educators in their quest to excel as leaders. In 2021, Dr. Rolling will add two new roles to his creative leadership responsibilities—as the new Co-Director of The Lender Center for Social Justice at Syracuse University, and as a new member of the Board of Trustees at the Everson Museum of Art.

The author of dozens of peer-reviewed articles and papers, numerous book chapters, encyclopedia entries, and books on the subjects of the arts, education, creativity and human identity, Dr. Rolling continues to expand the reach of his message about the social origins of our common creativity with his new book *Growing Up Ugly: Memoirs of a Black Boy Daydreaming* (Simple Word Publications), an inspirational coming-of-age narrative about fostering the development of creative superpowers especially within the children of marginalized communities in present-day society.

Second Plenary Panels



Elizabeth Barker has been throwing clay and bringing the world to Lebanon High School, in southwest Missouri for twenty five years. Her horizons broadened to a “Globally Strong” perspective after participating in an archaeological dig in Israel’s Golan Heights in the summers of 1993-94. She received her Bachelor’s in Art Education in 1995 and a Master of Science from Missouri State University in 1999. She serves as Visual Art Department Head and is the Coordinator of the Lebanon High School Culture Fair and Mural Planning Committee. She sponsors the International Club, Gender Sexuality Alliance, and is a member of the Lebanon High School Diversity, Equity and Inclusion Advisory Council. She was appointed to the National Art Education Association’s Equity, Diversity and Inclusion Commission in October 2019. She enjoys organizing mural projects, art trips and cultural diversity fairs for her community. She is married to Robert Barker, a Systems Support Specialist for Independent Stave Company in Lebanon. They have three children, Abram (17), Alia (15) and Adlai (12).



Dr. David Herman, Jr. is an Assistant Professor in the Department of Art Education and Community Arts Practices, Tyler School of Art and Architecture at Temple University, Philadelphia, PA, USA. He is a lens-based exhibiting artist, educator, and scholar whose work explores the relations between the ontological and the social as a political endeavor through a phenomenological framework he refers to as the Perceptual Rite of Passage (PRoP). Over the past 20 years, much of Dr. Herman’s learning through art and education, in and outside of public schools, has been associated with his work as Co-founder of Preservation LINK, Inc. PLI (www.preservationlink.org), an arts education non-profit.

Dr. Herman has served as co-chair (2014 - 2016) and Membership liaison (2016 – 2019) for the Committee on Multiethnic Concerns, a special interest group of the National Art Education Association and Editorial Assistant (2017-2019) for Art Education journal. He currently serves as an Executive Board Member (2018-2021) of the International Visual Sociology Association, Higher Education Representative (2019-2021) on the Professional Learning Through Research (PLR) working group for the NAEA Research Commission, and services as a Higher Education Commissioner for NAEA’s Equity, Diversity and Inclusion Commission (2019 – 2022).



Wanda B. Knight, Ph.D., is an Associate Professor of Art Education, African American Studies, and Women’s, Gender & Sexuality Studies and is Professor-in-Charge of the Art Education Program at Penn State University. Dr. Knight chaired the NAEA Task Force on Equity, Diversity, and Inclusion that brought forth the recommendation to create the NAEA Equity, Diversity, and Inclusion Commission, on which she serves as Commissioner-at-Large. Dr. Knight has worked as a Pre-K-12 art teacher, art museum educator, and principal of both elementary and secondary public schools. Her research concerning intercultural preservice teacher preparation, antiracist white identity development, culturally competent teaching and intercultural teacher education, critical race theory, social justice, and educational equity is published broadly both within and outside the field of art education.

Her extensive record of presentations spans national and international borders, including Austria, Canada, Finland, Germany, Puerto Rico, South Korea, Sweden, and Taiwan. Her honors include the NAEA Distinguished Fellows Award, The Women’s Caucus June King McFee and Maryl Fletcher DeJong Awards, the Pennsylvania Art Education Association Outstanding Higher Education Art Educator Award, the National Art Education Association J. Eugene Grigsby Jr. Award for outstanding contributions to art education, and the Kenneth Marantz Distinguished Alumni Award from The Ohio State University where she earned her Ph.D.



Browning Neddeau. Dr. Neddeau is enrolled in the Citizen Potawatomi Nation. He is jointly appointed in the School of Education and Department of Multicultural and Gender Studies at California State University, Chico. He is also the Director for the Northeastern California Preparation and Retention of Indian Educators (NorCAL PRIE) grant program. He serves as the Inaugural Associate Chair on NAEA's Commission on Equity, Diversity & Inclusion. Additionally, he is on the National Advisory Council for the National Conference on Race and Ethnicity in American Higher Education (NCORE). In California, Dr. Neddeau is involved with statewide Ethnic Studies curriculum in K-12 schools as well as Chairs his university's Ethnic Studies ad hoc subcommittee. He is a School Board Member for the Ipakanni Early College Charter School and a Board Member for the Chico Arts and Culture Foundation.

Dr. Neddeau has three lines of research under the larger umbrella of student engagement: Native American culturally-appropriate representation in schools, agricultural education, and arts education. He explores issues, challenges, and misconceptions of content integrity and draws connections between the lines for interdisciplinary studies in education. In 2019, he was presented the California Council for the Social Studies' Diversity and Social Justice Award for his research and practice. Prior to being an Assistant Professor, Dr. Neddeau was a California public elementary school teacher and adjunct faculty member at public and private universities.



Anna Pilhoef is a transitional Kindergarten through sixth grade elementary visual arts educator at Cleveland Elementary School in Santa Barbara, California. Anna became a credentialed teacher after working as a teaching artist for the juvenile justice system and Housing Authority on the US/Mexico border of El Paso, Texas. Anna has held roles in district, school site, and non-profit organizations over twenty-one years. She is an inaugural member of both the National Art Educator Association and California Art Educator Association Equity, Diversity and Inclusion commissions. Anna served as a member of the California Curriculum Framework and Evaluation Criteria Committee in support of the state's newly adopted Visual and Performing Arts Standards. She is a California TeachPlus Policy alumni and currently serves on the National TeachPlus teacher cabinet. Anna is also co-founder of the Association of Raza Educators chapter in Santa Barbara, California. Anna received her BFA in studio arts, MA in art education, and is all but dissertation in her doctoral program in Educational Leadership from the University of Texas at El Paso.



Krissy Ponden is the Visual Arts Department Chair at The Unquowa School in Fairfield, Connecticut, where she has taught Upper School for the past 15 years. She is also the Co-Chair of the Unquowa Inclusion, Diversity, Equity, and Antiracism Committee (IDEA), and serves on the board of Fairfield Yabantu, a non-profit community antiracism organization, where she helps facilitate educational workshops, discussions, and community events. Krissy holds a BFA in Graphic Design and an M.A.Ed. in Art Education from the University of Nebraska, Kearney, where her thesis focused on social justice art education. She is also a 2019 graduate of the National Art Education Association's School for Art Leaders and is the Middle Division Commissioner of NAEA's inaugural Equity, Diversity and Inclusion Commission. Krissy has given workshops, presentations, and participated in panel discussions on equity and antiracism for a variety of organizations, and she was chosen as NAEA's Monthly Mentor for June 2020, where she blogged about her experience embedding social justice into her visual arts curriculum.



Emily Saleh is a fourth and fifth grade elementary visual arts and design educator at the Village School in the West Windsor-Plainsboro Regional School District of West Windsor, New Jersey. Emily serves as the Preservice Commissioner on the National Art Education Association's new Equity, Diversity, and Inclusion Commission. She is also an advisor to the National Education Association Foundation. Emily's undergraduate college capstone research is an auto-ethnography focused on the embroidery of her identity as an art educator. She served as an assistant coordinator to the Graduate Research in Art Education Conference at Syracuse University in 2016 and participated in a leadership role at her district's first Edcamp for Equity and Inclusivity as part of her ongoing advocacy for her most marginalized students. Emily received her B.F.A. in Art Education from Syracuse University.



Cover artwork by Jessica Pissini

PhD in Arts Administration, Education and Policy with a specialization in Museum Education & Administration, Ohio State University, 2020

Virtual Reality Environment, 2019
Digital photograph on matte paper

This work is part of my doctoral research; an ongoing study that aims to establish the experiential aesthetics of virtual reality as a contemporary artistic medium. As an artist, I approach virtual reality as a creative platform that not only offers new perspectives and immersive experiences but can also transport us to become makers-of-art, broadening our abilities to think creatively beyond the limitations of our physical reality. While the creation and presence of virtual works of art traditionally requires the use of advanced 3-D modeling and rendering programs via a computer and disembodied screen, my artistic approach occurs from within the three-dimensional virtual space through direct interaction and manipulation of the virtual medium. Specifically, for this artwork and my study, I used Tilt Brush, an art-making application and experience that defies natural laws of our physical world—for example, making it possible to paint with fire. This work is not a simulation of any physical reality, but instead is a reality in and of itself that one can only experience through the use of a virtual reality system.

Together, the photograph and video montage show a small sample of my immersive art in addition to the creative processes and collaborative artworks made by participants in my study. With the help of Ohio State's Advanced Computing Center for the Arts & Design (ACCAD) and through the development of versatile virtual reality systems, I took my artwork from the tethered confines of a computer lab to the public space of an art gallery—dismantling the barriers that, for decades, have reduced virtual reality to a technical apparatus used to observe art. But now, it can be, and is, a medium to make art.

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Cover: *Virtual Reality Environment* 2019 by Jessica Pissini.
Digital photograph on matte paper.

