



NEED TO KNOW WEBCAST

**Exploring Two Approaches within the NAEA Research Network:
Social and Emotional Learning Research and “Give It a Minute” Videos**

December 9, 2021 – 7:00 PM ET



NAEA RESEARCH
COMMISSION

Welcome to the NAEA Research Network!



Social and Emotional Learning through Art: What Does the Research Tell Us?

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Dr. Christopher M. Schulte



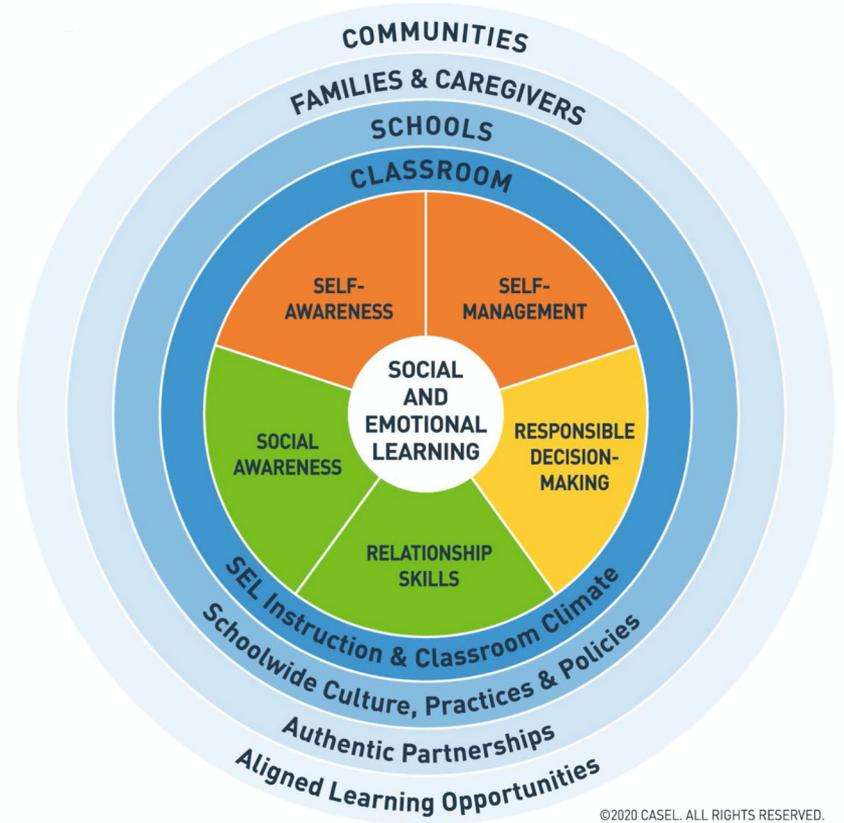
Supported by a grant from the National Art Education Foundation

CASEL

Collaborative for Academic,
Social, and Emotional
Learning

CASEL 5:

1. Self Awareness
2. Self Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making



**Four challenges for
Empirical Research and Systematic Reviews
in Art Education**

Addresses Social and Emotional Learning

The Validation Instrument for Systematic Reviews in Art Education

0	The literature only indirectly concerns SEL.
1	The literature is mostly concerned with another topic, but discusses or reports on SEL or qualities of it for a short section.
2	Qualities of SEL such as those used by CASEL (e.g. emotions, empathy, resilience, communication, collaboration, motivation, etc.) are used throughout the literature, even if it does not refer to SEL by name.
3	SEL is specifically labeled by name in the literature. SEL or its qualities are included in the review of literature as well as the results/findings and conclusion.

Related to Art Education

0	The literature makes no reference to the arts.
1	The literature discusses the arts in general OR discusses/studies an arts discipline other than the visual arts.
2	The literature discusses arts education generally, but does include a specific portion on visual art education.
3	Visual arts education is discussed/studied throughout the literature and the study was conducted entirely within a visual art education context.

**The Validation Instrument
for Systematic Reviews
in Art Education**

Occurs within a P-12 Setting

0	The literature reports on research conducted outside of P-12 and is unrelated to P-12 schooling.
1	The literature reports on research conducted in an age group outside of P-12, but is indirectly related to P-12 schooling
2	The literature focuses on the P-12 age group, but the research is conducted outside of a formal school setting. (e.g. community center, after school, art clubs, homeschool, etc.).
3	The literature reports on research conducted specifically within or about the P-12 formal school setting.

Empirical

0	The literature is entirely theoretical or conceptual; does not rely on empirical data.
1	The literature is mostly conceptual or theoretical referring to a minimal amount of empirical data.
2	The literature is relatively conceptual or theoretical but is also grounded in some empirical data based on observations.
3	The literature is fully grounded in empirical data based on observations.

Search Procedure Results

Procedure/Method	Search Results Reviewed	Articles that Met Criteria (Before Instrument)	Articles that Met Criteria (After the Instrument)
Broad Keyword Search (In all 17 journals)	42 articles reviewed	10 articles met criteria	7 articles met criteria (After the Instrument)
Concentrated Keyword Search (Studies in Art Education Only)	391 articles reviewed (23 keywords searched)	8 articles met criteria	5 articles met criteria (After the Instrument)
Hand Search (Studies in Art Education Only)	601 articles reviewed	2 articles met criteria	2 articles met criteria (After the Instrument)
Reference List Search	123 articles reviewed	3 articles met criteria	2 articles met criteria (After the Instrument)
TOTALS	1157 articles reviewed	23 articles met criteria	16 articles met criteria (After the Instrument)

Qualities of SEL from CASEL	Correlation with CASEL from Art Education
Self-Awareness	“Visual Thinking Strategies... can build self-respect, confidence, and willingness to participate in group activities” (Heise & Macgillivray, 2011, pp. 327-328).
Self-Management	“Participants attributed processes unique to the arts, such as rehearsal and art criticism, to the drive apparent in so many of the students’ mindsets” (Simpson-Steele, 2016, n.p).
Social Awareness	“The Arts were found in this study to be a way for adolescents to develop the capacity to connect with others through self-expression” (Malin, 2015, p. 277).
Relationship Skills	“utilize the arts as methods of learning and communicating understanding” (Simpson Steele, 2016, n.p.).
Responsible Decision-Making	“participants gain a critical awareness that moved their thinking out of the art room and toward the participatory skills necessary to be civically engaged members of their communities” (Scott-Sheilds et al., 2020, p. 137).

SEL qualities unique to Art Education

“Students engaged in...**improvisation**...to build complex understandings” (Simpson Steele., 2016, n.p.).

“the Arts generate an emotionally safe environment in which individuals can dare to **experiment**, learn, and deal with complexity” (Chemi, 2014 p. 374).

“We are having an **aesthetic experience** when we attend to feeling and emotion, in relationship with experience, and reflecting on that experience” (Riddett-Moore, 2009, p. 6).

“Through **material reflection**, students might begin to connect the physicality of art processes to their own sensual experiences” (Scott-Shields et. al., 2020, p. 137).

“**Intercorporeality** permeates the visible, challenging us to 'see', 'to know', and 'to understand' through touch and as bodied encounters” (Springgay, 2005 p. 37).

Six proofs of SEL in Art Education

1. Motivation and persistence
2. Positive attitude and self-confidence
3. Problem-solving
4. Critical thinking
5. Collaboration/teamwork
6. Emotional management

Questions?



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NAEA Research



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**Now Available:
NAEA Women's
Caucus Book**

The new book, Lobby Activism: Feminism(s) + Art Education is available now for purchase in the NAEA



DECEMBER 5, 2021
**Give it a Minute:
Research
Conversations**

Check out the NAEA Research Commission's new Give it a Minute video series



OCTOBER 14, 2021
**SPECIAL ISSUE:
Stories That Awaken
in Us an Ability to
Imagine Things
Differently**

Download the October 2021 issue of

arteducators.org/research/articles/801-give-it-a-minute-research-conversations

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Research

Give it a Minute: Research Conversations

NAEA Research Commission

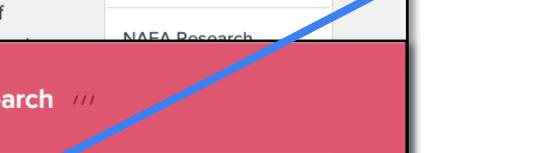
Research

DECEMBER 5, 2021

Brought to you by the NAEA Research Commission, “Give It a Minute” is an opportunity to share research experiences and perspectives within art education—from all levels of teaching and learning—through 1-minute videos. View the growing collection of videos below to see what your colleagues are doing.

We also invite YOU to share your research journey within the creative constraints of 1 MINUTE. What are you interested in? What drives your research and motivates you to examine what you do and why you do it? Explore “Give It a Minute” and consider the power of research in our field.

<https://www.arteducators.org>





GIVE IT A MINUTE

RESEARCH CONVERSATIONS



James Rees
Artist, Researcher, Teacher
Provo High School

Flavia Bastos, Ph.D.
Distinguished Research Professor
University of Cincinnati

Ami Kantawala, Ed.D.
Adjunct Associate Professor of Art
Education Teachers College,
Columbia University

Ryan Shin, Ph.D
Professor The University of Arizona

Tina Atkinson, Ed.D.
Art Teacher Percy Priest
Elementary
Metro Nashville Public Schools

Amber Coleman, M.A.Ed.
PhD Candidate
The University of Arizona

Questions?



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Invitations

- Submit your own ***Give it a Minute*** research story
Contact James Rees to get started!
- Register to attend the Research Commission Preconvention
“What is your Why? Arts Research as a Common Enterprise”
Saturday, February 12, 2022 (11am-7pm EST)– virtual
- Consider applying to become a part of the Research Commission or
Professional Learning through Research (PLR)
– Nominations due January 31st

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H Y B R I D 2022 NAEA NATIONAL CONVENTION



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MARCH 3-5



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