

## **2018 NAEF Grant Recipients**

### **Project Dates: July 1, 2018 through June 30, 2019**

#### **Ruth Halvorsen Professional Development Grants**

Donna Shank Major, Greenville, SC, *To Attend the New Solarplate Workshop with Dan Welden at the MakingArtSafley studio in Santa Fe, NM in July 2018*, \$2,365

Project Description: My goal is to revitalize my artistic practice by 1) studying with a master printmaker, 2) exploring Santa Fe art for inspiration and ideas, 3) sharing these methods with my students and with my fellow art educators through several workshops, 4) creating a new body of work that I will exhibit 2019-2020.

Tim Lewis, Pasadena, CA, *To Attend a Summer Education Institute at the Museum of Modern Art in July 2018*, \$2,500

Project Description: This project involves traveling to New York City to participate in a week-long Summer Education Institute put on by the Museum of Modern Art. The goal of attending the Summer Education Institute is to learn techniques, strategies, and lesson planning for analyzing and interpreting works of modern and contemporary art, as taught by the Museum of Modern Art, The Metropolitan Museum of Art, and The Solomon R. Guggenheim Museum.

#### **Mary McMullan Grants**

Leslie Gates, Lancaster, PA, *Student-Centered Saturday School*, \$2,500

Project Description: Student-Centered Saturday School is a pilot project designed to provide future teachers with an opportunity to enact an emergent curriculum, facilitating learning through questioning, critique, and feedback rather than through traditional teacher-directed methods (pre-determining what and how students will learn). In so doing, a Student-Centered Saturday School addresses this missing component of our current teacher preparation program while providing artmaking opportunities to K-12 students in the community.

Terese Giobbia, Morgantown, WV, *Fostering Higher Self-Efficacy Among Middle School Students through a Student-Centered Visual Arts Therapy Program*, \$2,500

Project Description: How can the inclusion of known visual arts therapy approaches in the art curriculum help foster higher self-efficacy among middle school students? This project supports the improvement of the teaching of art through the development of a curriculum model that is based on using visual arts therapy approaches and activities to benefit students with low self-efficacy. Through action-based research, the project is designed to judge the effectiveness of selected visual arts therapy instructional strategies, art activities and assessments on student self-efficacy through encounters with students who come from this special population.

#### **SHIP Grants**

Rebecca Beard, Augusta, GA, *Think big: Supporting student drawing*, \$495

Project Description: Think big: Supporting student drawing utilized large drawing boards at the elementary level, in hopes to build a more flexible and kinetic learning experience and promote a greater understanding of drawing standards. The main focus of the project would be to help students fill the page and break down subject matter into large shapes first.

Ken A. Suttles, Broxton, GA, *Glass Jewelry*, \$500

Project Description: I would like to add a glass jewelry unit for my eighth grade classes. We are a Title I school in rural South Georgia and have limited funds to purchase major equipment for my art room.

### **Teacher Incentive Grants**

Patricia Lynn Miller, Jackson, MS, *Improving Instructional Ability to Guide Students toward Artistic Voice*, \$2,410

Project Description: This project supports the development of strategies and methods to improve the instructor's ability to help every student develop, nurture and trust their own artistic voice. The resources that are the end product of the project will be field-tested in a summer intensive workshop and in a regular-term classroom.

### **NAEA Research Grants**

Michelle Bae-Dimitriadis, Buffalo, NY, *Advancing Civic Engagement Using GPS Mobile Media for Refugee Immigrant Youth Community Empowerment*, \$10,000.00

Project Description: The proposed research, *Advancing Civic Engagement Using GPS Mobile Media for Refugee Immigrant Youth Community Empowerment*, examines how art educational practice would better serve refugee immigrant youths' mobile media-making as an arena of critical engagement in and provocation to social and political fabrication of the urban space they relocated to gain their community empowerment. This interdisciplinary study is designed to explore ways to motivate and advance refugee immigrant youth civic engagement for community empowerment using GPS mobile media.

Joy G. Bertling, Knoxville, TN, *U.S. Art Teacher Preparation in the Age of Anthropocene*, \$10,000.00

Project Description: This proposal seeks funding to study how art teacher education programs in the U.S. prepare art teachers to engage with ecological issues and to implement ecological pedagogies. This study will use a mixed methods descriptive survey design that will involve large-scale surveys of art teacher education faculty and pre-service art teachers in the U.S.

Pamela Harris Lawton, Richmond, VA, *Artstories UK*, \$6,300.00

Project Description: *Artstories UK* is the next iteration of creative placemaking research developed by the PI over the past 13 years toward the development of an age-integrated art curriculum theory to be realized in an upcoming book co-written by this PI.