

# SCHOLARSHIP OF EXCELLENCE IN TEACHING FELLOWSHIP 2024

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ARTT-127 Art Appreciation  
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Montgomery College

# PROBLEMS

A new generation of post-Pandemic students who have trouble:

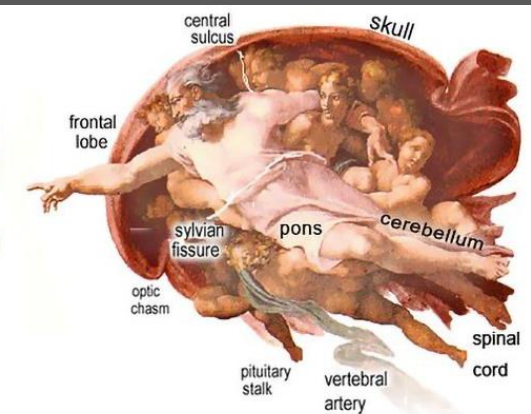
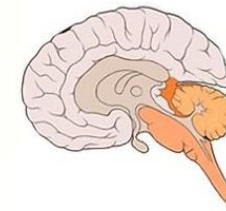
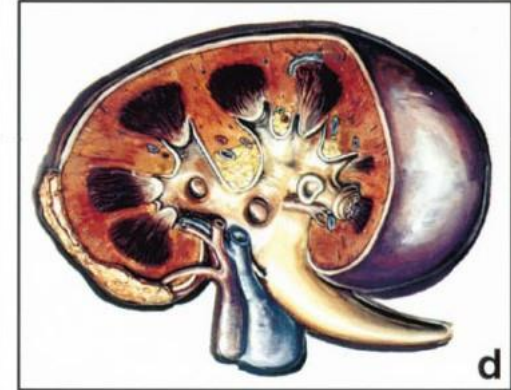
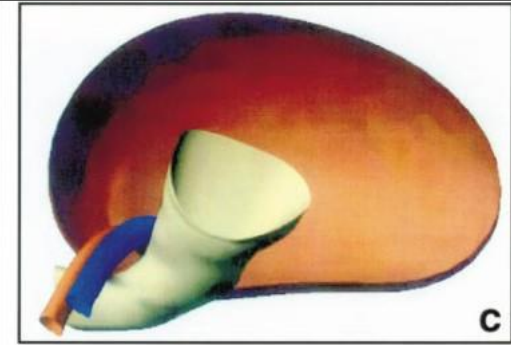
- Transitioning from HS to college
- With regular readings of textbook and notes
- Retaining information
- Understanding context
- Recognizing the significance and distinction of style and content

THE SHOCKER: Only 2 students, in a class of 21, had heard of Tutankhamun!



# ... AND GOALS

- **Getting students to practice better learning strategies**
  - Retrieval Practice Strategies and Metacognitive Strategies
  - Understanding the distinction between
    - Describing and Explaining
    - Analysis and Synthesis
- **Getting students to appreciate an interdisciplinary education**
- **Encouraging their individual curiosity** (based on their respective majors)



Concealed neuroanatomy in Michelangelo's *Separation of Light From Darkness* in the Sistine Chapel

# STRATEGIES

## Teaching and Learning

### STUDENT

- **Retrieval Practice Strategies**

To ensure that the students are learning the course material effectively, *Information Extraction* and *Previewing* were included in each class interaction as well as in the long-term project.

Prior to each lecture students were given a quick overview of what would be covered during each class period.

The term paper included specific directions for retrieving information gathered throughout the semester.

- **Metacognitive Strategies**

Providing students with a description of the learning objective (including estimated activity time and embedded resources) and associated learning outcomes could help them plan their long-term projects better

- **Self Reflection**

Self-reflection helps students make important insights and improve performance and decision-making. Opportunities for self-reflection enable students to build awareness of their own learning skills and develop their abilities to analyze, think critically

### INSTRUCTOR

- **Establish High Expectations and Clearly Define Student Goals**

At the start of the semester students will be informed about their term project and will be asked to note their expected grade. This incentivizes them to try and achieve that grade by the end of the semester

- **Stay Connected**

Bring student attention to human interest stories and incorporate that into their final term project (This was directly influenced by the section on Attitudes and Values from the *Handbook for College Faculty*)

- **Feedback**

Continue sending emails prior to tests (in case they have questions) and after tests (should they require clarification). Often students are not confident speaking up in class but are more communicative one-on-one.



# STRATEGIES – AN ELUCIDATION

## UNDERSTANDING LEARNING STYLES\*

Visual	65%	(14 students)
Tactile	20%	(4 students)
Auditory	15%	(3 students)

\* While the concept of Learning Styles has lost support in recent years, it is still a valid observation, in my classroom

## STAYING CONNECTED

- I have seen directly the impact of staying connected with students and checking-in with them throughout the semester.
- I plan to continue sending emails prior to tests (in case they have questions) and after tests (should they require clarification).
- Often students are not confident speaking up in class but are more communicative one-on-one.

## RETRIEVAL PRACTICES AND METACOGNITIVE STRATEGIES

- Throughout the semester, I used simple retrieval strategies to ensure that the students are learning the course material effectively.
- **Information Extraction** and **Previewing** are great ways to keep track of student progress.
- How to organize material for long-term projects and assignments

# ... WITH EXAMPLES

## Retrieval Practice, Spaced Practice and Interleaving

Students were given clear objectives and a well-structured roadmap. These guidelines were also embedded in the lesson plans on BlackBoard.

Since this term project involved repeatedly, recalling learned material, students built up on their previous lessons.

For this assignment, students were required to use material which covered everything that they had learnt during the semester.

The omission of pedagogical terms (*retrieval practice* or *brain dump*,) in the project guidelines was deliberate

### TERM PAPER – ONLINE EXHIBITION



#### ARTT127 Art Appreciation

- Choose a **theme** and come up with an appropriate title. Your virtual exhibition could also be organized by **subject matter**, **media** or **style**.
- What is the main idea of your exhibition?
  - Your exhibition should have a thesis statement or a central theme.
  - What is the point you're trying to make?
  - Develop an outline to help organize your thoughts. Your outline will help you decide which elements of the works are the most important, the right order for telling them, and determine where you should place the best examples and illustrations you've found in your research.
  - You should organize your selection based on a common theme – they can be paintings, sculptures or prints/photographs. Develop a theme and purpose – why are you interested in presenting this group of art work together?

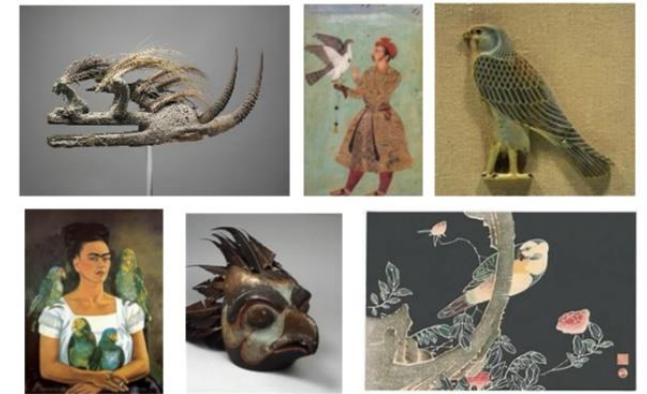
Your introductory text with the theme should be summarized in **ONE** slide of the Powerpoint.

- Briefly explain your reason for selecting the group of artwork and the Title of your exhibition.
- Browse the Collections of the **National Gallery of Art**, the **MOMA**, **Louvre** or the **Metropolitan Museum of Art**
  - <https://www.nga.gov>
  - <https://www.metmuseum.org>
  - <https://www.louvre.fr/en>
  - <https://www.moma.org>
- Select **10 (ten)** examples of art that best reflects the theme – the works could be 2D or 3D (or a combination of paintings, prints and sculptures)
  - Explain why you selected the examples.

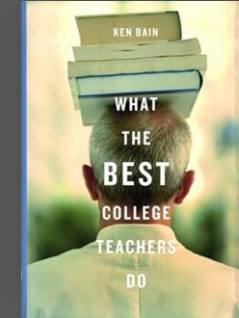
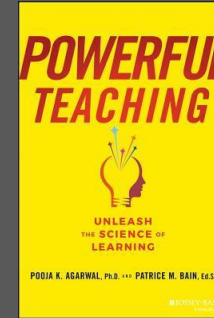
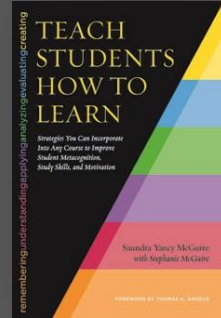
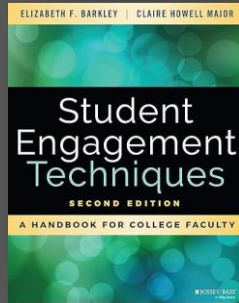
- You should organize your selection based on a common theme – they can be paintings, sculptures or prints/photographs. Develop a theme and purpose – why are you interested in presenting this group of art work together?
- Use section texts to highlight big ideas and sub-themes that tie back into your central theme.
- Include **images** for each example and:

#### One image per slide

- The images should also include a wall text with the following information:
  - Title:
  - Artist:
  - Date:
  - Medium:
  - Create labels for each, with information about the **artist** (if known), the **style** in which it was made and the **iconography** or **subject matter**. Explain the **purpose** for which it was created.
- You may submit the Powerpoint (or a pdf file) via Blackboard
- Describe the **technique** used by the artist and explain how the choice of **medium** and **materials** affects the final outcome. Add any further information about each work, as necessary.
- Finally, make sure that you have read through your introduction and labels. **Spelling and grammar** are important.



# SUPPORTING SCHOLARSHIP

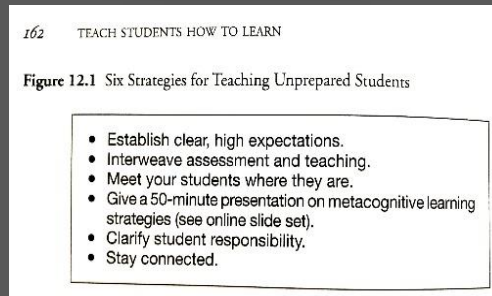


## Analysis and Critical Thinking

p. 198 – *“Progressive Project.” Students choose a topic for debate from an instructor provided list... three pro arguments with supporting points... three con arguments...”*

## Attitudes and Values

P 308 – *[Educators] want students to care – about life, about themselves, about what they are trying to teach them.... This cluster provide[s] learning activities that help students gain greater understandings of their own opinions, and principles as well as those of others.*



## Metacognitive Learning Strategies at Work

p. 46 – *“For maximally engaged reading, you must give yourself a preview of what you’re about to read.”*

## Teaching with Retrieval Practices

p. 63 – *“The next time you read a book, ask yourself, “What are Two Things I learned?”*

## Feedback-Driven Metacognition

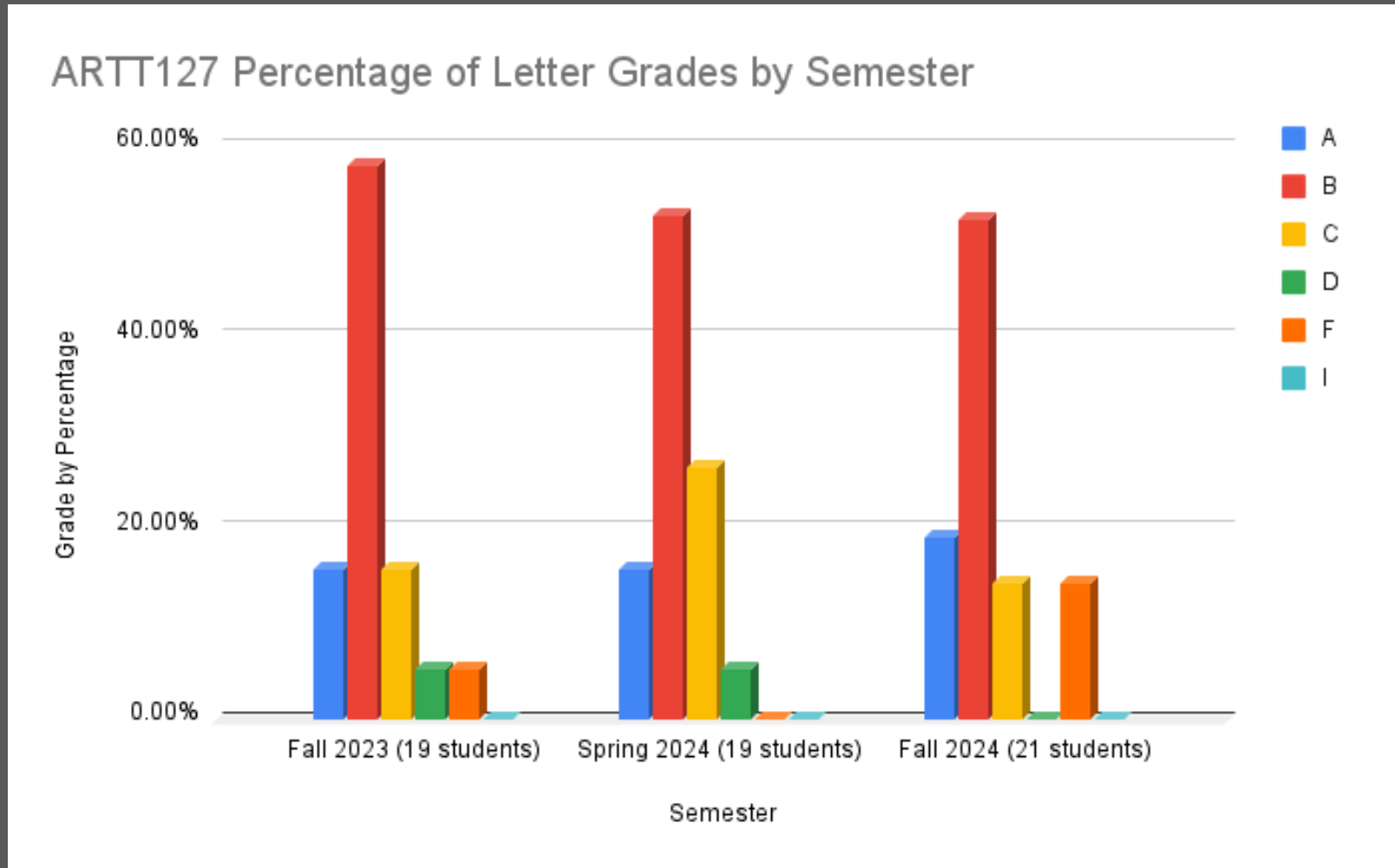
p. 125 – *When students are aware of what they know and don’t know, learning is more successful in the classroom and studying is more successful outside the classroom.”*

## How Do They Conduct Class?

p. 99 – *“... students encounter the skills, habits, attitudes, and information they are trying to learn embedded in questions and tasks they find fascinating – authentic tasks that arouse curiosity and become intrinsically interesting...”*

p. 101 – *“...the best teachers tend to embed the discipline’s issues in broader concerns, often taking an interdisciplinary approach to problems.”*

# ASSESSMENT



The surprising rise in the number of **F**s is significant.

The percentage of **A**s remained stable and the **B**s went up.

Overall, the performance of the class remains statistically similar to previous semesters.



# STUDENT ANSWERS

to the

QUESTION: What Helped You Most in Improving Your Performance?

Mayra

The strategies that has helped me to perform well in class are lecture from our professor. How she engaged to us and ask questions whether we were right or not were also a wonderful way for our class to learn a bit more and make the class more interesting. Finally, reviewing my notes and slides after class also help myself understand the new chapter and

Things that help students:

1. Communication by the teacher through e-mails or Blackboard to explain things more thoroughly or for reminders about assignments helps students stay on track.
2. Study guides provided by teachers.
3. Small class size helps us stay focused/interact with teacher/classmates

In this class, it helps getting to know more of other students when reluctant to participate or speak up. The size of the class is perfect the way it is. Watching videos about art culture and history helps us understand the materials. The feedback assisted me to look back at what was required and what needs work. Getting in groups helps me to talk more to students and how we prepare a project together.

Feedback  
offer officer hours  
Add more to the student  
group work

# WHAT DID I LEARN?

- Having taught at Montgomery College for 3 decades, I have learnt that to be an effective teacher, one should adapt to the changing environment and student needs.
- It is important to stay abreast of technological advancements.
- Disappointing setbacks in student outcomes should not discourage teachers from constantly learning and using the latest teaching strategies.

## STUDENT RESPONSES

(What Was the Most Effective Strategy?)

(19/21 students)

<b>Learning Strategies</b>	<b>17</b>
(Metacognition, Previewing, Information Retrieval, Note-taking and Organizing)	
<b>Connection</b>	<b>17</b>
<b>Feedback</b>	<b>14</b>
<b>Class Size</b>	<b>17</b>

# ACKNOWLEDGEMENTS

Over the past twelve months we have met as a group and have had meaningful and engaging discussions about teaching and learning. Being a part of the SET Fellowship has been a very positive experience, and my thanks to each of the participants. A special thanks to Joan Naake, our supportive and patient Director.

Above all, I am grateful to all my students, who inspire me each semester to come up with new ideas and renewed energy to help them to appreciate the Arts and its relevance to their learning experience and personal growth.

Thank you!