

Art and Design Education 2015 Graduate Thesis Round Table and Exhibition

with presentations by

Anne Schneider · Ilayda Altuntas ·
Judy Myrto · Jessica Somerville ·
· Monica Ianculovici ·

Wednesday April 29, 5:30-8pm
Library Alumni Reading Room
Pratt Institute

un·restricted·ed

Pratt

Program

5:30pm | Welcome and Refreshments!

5:45 | Research Presentations

Jessica Somerville

Anne Schneider

6:15pm | Discussion / Q&A Part 1

6:45pm | Research Presentations

Ilayda Altuntas

Judy Myrto

Monica Ianculovici

7:30pm | Discussion / Q&A Part 2

8pm | Exhibition Viewing

Please join us in the Nancy Ross Project Space for a viewing of student's Thesis Exhibition on the second floor of Main Hall.

Special thanks to all the research participants, partners, community organizations, alumni and ADE faculty involved in each project!

The Department of Art and Design Education at Pratt Institute is distinguished by its interdisciplinary perspective and recognized world-wide for its innovative approaches to connecting artistic practice and education. We offer an integrated curriculum that allows students to be exposed to the history and philosophy of art and design education, a range of theories and practices, along with the major threads in art and design research.

Jessica Somerville

AUTISM, ART AND THE SHARED LEARNING EXPERIENCE

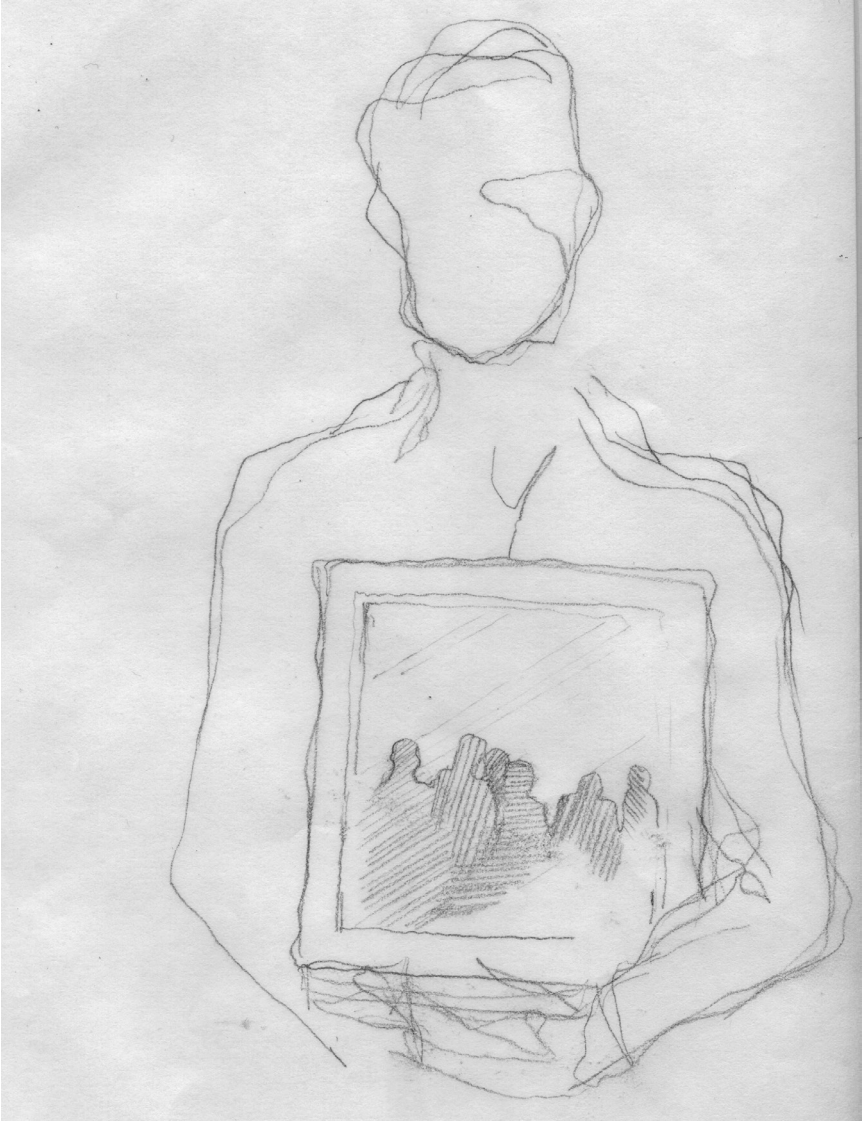
This thesis research is a qualitative study that challenges the perceptions of autism and approaches to art education to better integrate and facilitate the development of student/teacher interaction. Through creative exploration in art making sessions with one autistic student, I question the ways art can be used as a method of communication.



Anne Schneider

FEAR AND LOATHING IN STUDIO CRITIQUE: A STUDY OF CRITIQUE WITHIN ART AND DESIGN HIGHER EDUCATION

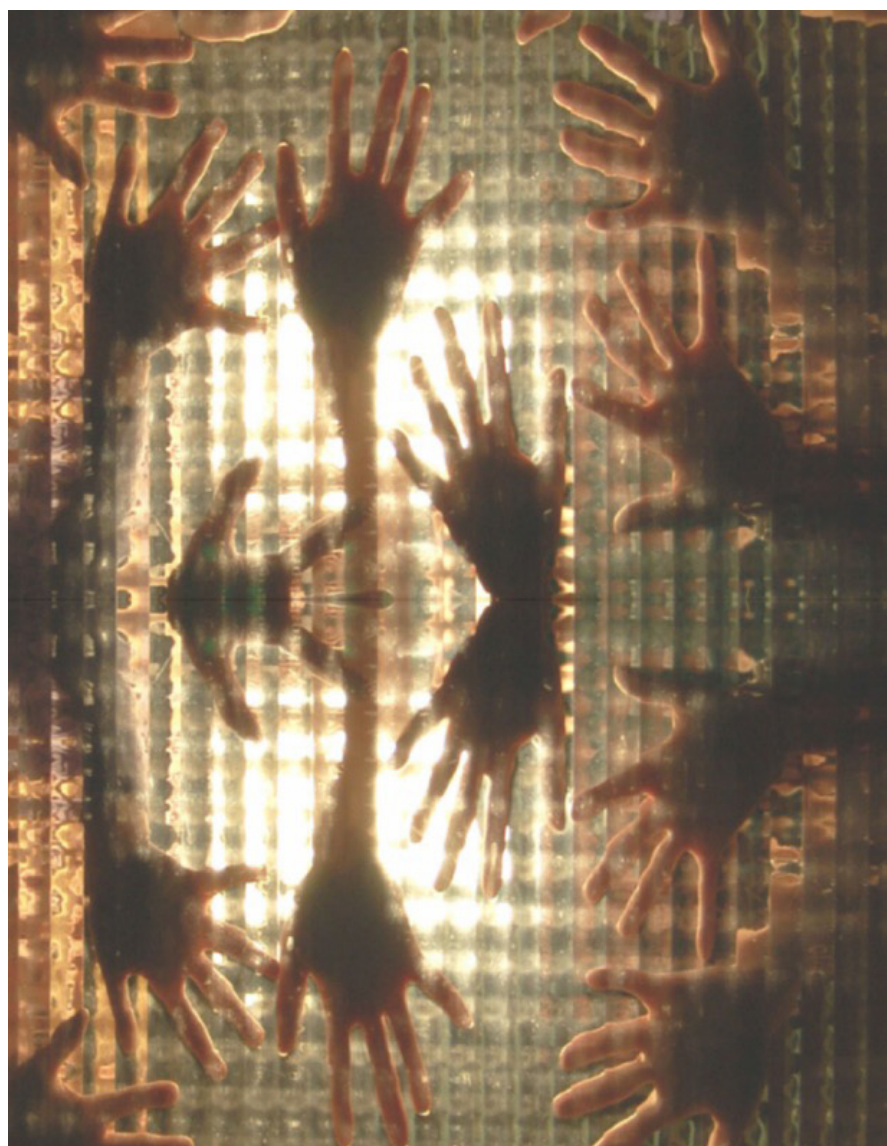
This thesis is a qualitative research study exploring the use and value of studio art critique in higher education. Through an exploratory case study involving 4 students and 1 professor in Pratt Institute's foundation program. The project focuses on the experience of both educator and student in a foundation drawing course. Interviews and reflections from participants in addition to direct observations have been used to analyze the structure of power, communication and expression that exist within a critique environment.



Ilayda Altuntas

IMPROV, RISK AND CONFLICT: THE EXPERIENCES OF ARTS FACILITATORS IN NYC'S JUVENILE JUSTICE SYSTEM

This is an exploratory and qualitative case study focused on an arts-based program called Drama Club NYC and their use of improvisational theater to empower self-expression and empathy with incarcerated youth. The study examines Drama Club's spontaneous/improv acting approach and a collection of lesson plans co-planned with program organizers. The research study uses narrative analysis and personal experiences of working within NYC's Juvenile Justice System.



Judy Myrto

COMMUNITY BASED LEARNING IN ACTION: STORIES OF THE COMPLEXITIES WITH IMPLEMENTATION

This qualitative research study explores the stories and experiences of five teachers and teaching artists in the field of art education as they relate to community based learning, with a focus on the complexities of implementation in the NYC Public School System. The research conducted consisted of digital surveys and in-person interviews that were used to identify and analyze the relationship between community based learning and public education, through diverse perspectives.

AND
REGIN
S TO PA
E EVER
E AND
GULISH
IT PE
91177
IS TO CREA
WHO ARE CA
NOT DOING
THINGS. NO
REPEATING
GENERATIONS
MEN AND
CREATING
AND
NOT COME
NO SURP
YOU IN

Monica Ianculovici

TRANSFORMATIVE ARTS PROGRAMMING FOR NEW YORK CITY REFUGEE STUDENTS

The arts have the potential to foster life-learning skills outside the traditional realm of art, as well as, promote positive learning environments that may contribute to safe and inclusive schools.

This research is aimed at identifying and better understanding best practices in art education that help support refugee students in New York City who face life-changing adversity that can affect long-term resilience and academic success. Through participatory research and case study, this study explores a summer refugee program whose unique curriculum integrates academic learning, the arts, and social emotional learning to help prepare resettled youth for entry into NYC public schools.

I

Thrive

in

Art

QUESTIONS & NOTES:

QUESTIONS & NOTES: