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Sarah Byrne

Victoria Carbone

Rohan Cassells

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Leah Clark

Jessica Demoura

Audra Donroe

Yae Hee Choi

Ashley Gunter

Hee Ra Han

Harriet Harris

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Julian Kramer

Katelyn Mcwatters

Brittany Miller

Pia Moos

Ferdinand Morton

Christan Moy

Jessica Munger

Thomas Murphy

Hannah Ohlund

Kasi Quinn

Arline Rasely

Vida Sabbaghi

Erika Schroeder

Art & Design Education Theses Exhibitions Pratt Institute 2012-2013

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South Hall 205, 5:00 PM

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Sarah Byrne

A Comparatative Study Of The Pedagogy Of Three Museum Programs For Alzheimer's Visitors

As the number of people diagnosed with Alzheimer's and related diseases has increased, access programs in museums and other cultural institutions for individuals with cognitive illness have proliferated. In the past ten years, education departments in art museums have also sought to improve the quality of life for visitors with Alzheimer's disease through related programs in which looking at, talking about, and making art are the catalyst for generating cognitive engagement. This qualitative study of the programs at the Museum of Modern Art, The Metropolitan Museum of Art, and The Studio Museum in Harlem, focuses on the similarities and differences in the pedagogical approaches of their respective educators. How do they choose works of art for their tours? What strategies do they use to engage the Alzheimer visitor? How does their approach relate to their conversations with other museum visitors?

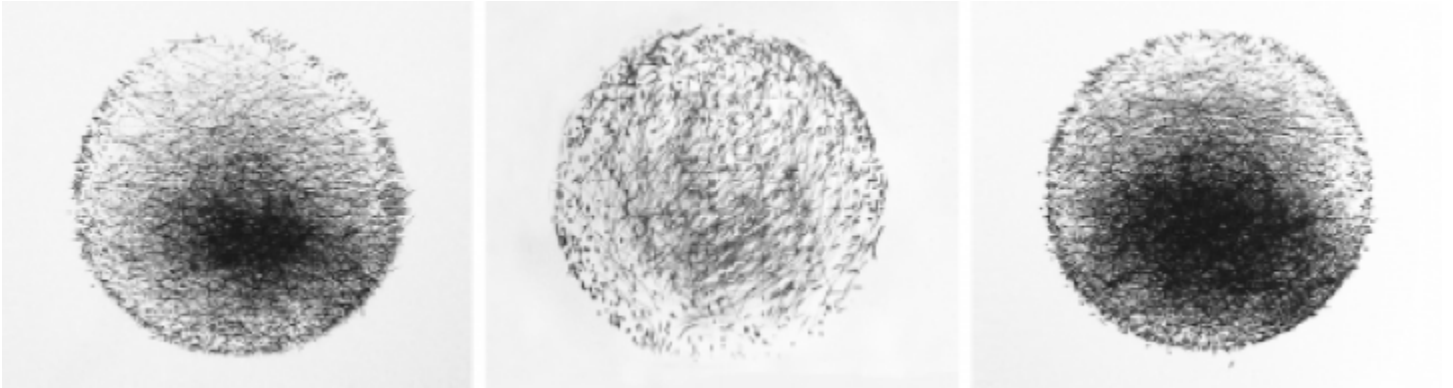
The findings suggest that museum educators can provide positive educational experiences through a pedagogy that is adapted to the emotional and behavioral symptoms of the disease. While the general approach differs, each museum has developed strong programs due, in large measure, to the understanding and compassion of the educators for the Alzheimer's visitor.



Christan Moy

Pre-Service Preparation For Teaching Emotionally And Behaviorally Disturbed Students In Three Art Education Programs

The purpose of this thesis was to identify ways in which pre-service art education students could be better prepared to work with special needs populations, particularly those with emotional and behavioral disturbances (E/BD). In the past few years, the number of inclusion and containment classes in New York City public schools has grown. Since the majority of inclusion classes have students with emotional or behavioral issues and some schools even have E/BD diagnosed self-contained classes, it is not surprising that the majority of art teachers in this study are currently working with E/BD students. Graduates of Pratt Institute, the School of Visual Arts, and Teacher's College, the art teachers reported feeling unprepared by their respective pre-service programs for working with students with special needs, especially those diagnosed with E/BD. Findings in this qualitative case study suggest that increasing both practicum experiences and course work related to the psychology of this population would play a significant role in the enhancement of pre-service preparation.



(Group Black (2011), Luke Homitsky. Body Movement Documentation, pen on paper)

Erika Schroeder

The Role Of Movement In Educational Spaces For Young Children

The subject of this thesis grew out of my interest in the body-mind connection. And that led to an exploration of the relationship between the body and learning.

The data in this qualitative study of a representative sampling of learning environments in New York City, i.e., private and public schools and a children's museum, revealed the ways in which these spaces for young children fosters or limits movement. Since play is the work of young children, the research also indicated that play, as a frequent form of movement in children, can support learning.

The findings suggest that encouraging movement in young children through the design of educational spaces and related curricula supports learning and provides a rationale for the incorporation of movement throughout our lives.

Spring, 2013

Practice-based Research

Christine Ableman

Yae Hee Choi



Brittany Miller

Constructing Identities through Artmaking

This thesis argues that new religious, cultural and political identities can be forged through art-making in supportive and unconfined studio environments. In order to better understand the relationship between art-making and identity, I revisited the restrictive environment I grew up in through arts based research. I explored violent religious iconography, first in the painting studio and then moved on to other forms, including embroidery and ceramics. The religious influences that shaped my adolescent identity took on new dimensions and meaning as I explored them in the studio, a creatively freeing and engaging space. I simultaneously shadowed a high school student whose social and family background provided a striking contrast to mine. Yet, I found that the student's artmaking explored similar religious themes. The differences between our disparate upbringings seemed to fade as I discovered how free expression enables us to discover ourselves and our place in the world. Finally, to provide a broader theoretical and social context for the cultural censorship I grew up with, I read a range of literature from curricular and artistic censorship to the culture wars.



Pia Moos

The Dynamic Integration of Design Thinking into the Art Studio: A Case Study of a Career and Technical Education Program

The thesis offers a theoretical framework for the integration of design thinking into an art studio environment based on a case study of a Career and Technical Education Program in historical preservation. Through teacher action research, the thesis focuses on how teachers can help students develop both studio and design habits of mind. While researchers have identified studio habits, researchers are just beginning to define design habits of mind. This thesis contributes to these new developments through an analysis of a practice-based, hybrid instructional model. The findings suggest that by supporting design thinking over time, students begin to develop design habits of mind.

Through action research I documented and analyzed my teaching during one semester in the 11th grade Architecture Preservation course. I videotaped lessons, interviewed my vocational co-teacher, administrators, student teachers, and students. To provide a broader context, I analyzed the evolution of the curriculum I developed over four years within the broader context of significant structural, pedagogical, and policy changes within the school and the school system.

Historical and Contemporary Case Studies

Victoria Carbone

Rohan Cassells



Debora Chae

Exploration with Art Materials and Form

This thesis considers how students with disabilities responded to different materials and forms in two distinct settings, the Mary McDowell Friends Middle School and Pratt Institute's Saturday Art School. The thesis explores the ways that two students at each school, ages 7-12, responded to different materials as they worked on drawing, painting, and 3D projects. The thesis argues that students with learning disabilities responded positively to a range of materials when they were given the opportunity to work more freely. Students were also more engaged with 3D projects compared with 2D projects. The thesis contributes to the research on art education and learning disabilities through a specific focus on materials and form, something that is under-researched in the field.

This case study draws on ethnographic and teacher action research in two distinct educational settings. In one setting, the Mary McDowell School, ethnographic research is based on interviews, observations, journal notes, and photographs of student work. In the other setting, Saturday Art School, teacher action research is based on videos, journal notes, photographs, and supervisor feedback. Subjects were selected for the study based on informally identified learning disabilities.

Jessica DeMoura

Jeong Hwa You

Ferdinand Morton



Hannah Ohlund

Support For The Arts In Isolated Rural Maine Communities And The Effects On Economic Revitalization And Cultural Policy

Through case studies of three rural communities in Maine, this thesis explores their quest for economic resources and stability in a state that is overly reliant on one economic driver, tourism. The arts are a particularly vital part of the tourist industry, but since the 2008 recession, tourism is extremely unstable. In response, rural communities are identifying and drawing on the resources available to them within their own town limits to support their economies through the arts. The common challenges these towns face as they attempt to do this are; making better use of technology to reduce isolation, helping individuals successfully balance their multiple part-time positions, and developing and sustaining well-organized arts organizations. The thesis argues that the three towns have responded to these challenges in different ways and to varying degrees of success. In part, these variations are due to the size of the town, its economic base, and the history of community support.

The ethnographic case studies draw on interviews with local artists, educators, and community activists, town archives and websites, and grant proposals. To provide broader state and national context for the case studies, the analysis also included websites and documents from national and statewide organizations and institutions that support the arts.

Kate McWatters



Jessica Munger

Queer High School Students: Then and Now

This historical case study of Schenectady High School from 2005-2008, describes the beginning efforts on the part of students, faculty and administrators to address the needs of queer students. The thesis argues that there were few school-wide supports and resources for queer students. Students were hesitant to openly express their concerns because they did not trust the faculty and administration or other straight students. To compound queer students' lack of trust, the school authorized two, consecutive school-wide events that would cause queer and religious students to turn inward. These events, the Day of Silence, a nationwide effort to expose the actual silencing of LGBT people in schools, and the The Day of Truth, a nationwide event to promote the open expression of religious beliefs in schools occurred in April 2005. The thesis considers the perspectives of queer and religious students who experienced violent clashes and bullying both during the events and in their aftermath. The thesis returns to Schenectady High School in 2013 to find that teachers, students and external community members describe a more tolerant school environment.

The case study draws on interviews with queer and religious students, faculty members, and a queer community activist. The study also used archival sources such as local newspapers and the school newspaper.

Vida Sabbaghi

