The University of the Arts  
Department of Art + Design Education & the Professional Institute for Educators  

*present* a one-day workshop for Teachers  

**Full STEAM Ahead**  
Teaching Art for the 21st Century  

**SATURDAY, SEPTEMBER 24, 2011**  
8:45 AM – 3:45 PM

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**THE FUTURE.** By inserting the letter “A” for Arts into the STEM acronym, the Arts are brought into the core of student academic achievement and signifies the critical relationship of the Arts within education. In education, STEM—the teaching of science, technology, engineering and mathematics—has been receiving preferred status. Nationally, these fields are collectively considered core technological underpinnings of an advanced society. Yet, there is a national initiative, using research in support of 21st Century Skills, advocating revising STEM to STEAM. Find out about hands-on cross-disciplinary projects that support quality art content and the mission of STEAM.

Full STEAM Ahead features a panel discussion in the morning, followed by a choice of two break-out sessions featuring art activities. Each break-out session involves hands-on activities, resources and lessons led by UArts faculty from the Department of Art + Design Education.

- Two workshop sessions  
- Continental Breakfast & Lunch  
- Free Parking  
- 6 Act 48 hours  
- Registration fee $45.00 /College Students $20.00

**Keynote Presentation - Panel Discussion of Eductors Experienced in the field of STEM to STEAM:**

- Teresa Unseld  
- Pearl Schaffer  
- Ben Volta  
- Lisa Wetzler

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Photo by: Ryan Brandenberg
Break-out Session Choices:

A: Italian Renaissance: Learn about Italian Renaissance artists and linear perspective, and then create a hands-on city street project that connects the disciplines of art, culture, engineering and math. Participants explore adaptations to various age levels and discuss the connections into the core curriculum.  
(K-5)  Lisa Wetzler

B: Numbers, Geometry, and a Constellation of Universes: Explore the philosophic and cultural significance of the numbers 1 – 5 and five essential forms within the visual arts: the circle, the line, the triangle, the square, and the pentagon. This session looks at the intersection of math, geometry and art and how to think more critically about every academic subject. Examples of art collaborations with math and science teachers will be discussed.  
(6-12)  Ben Volta

C: Integrating Art and Science in Elementary Curriculum: Observation, reflection, problem solving, and experimentation are some of the many shared characteristics of art and scientific investigation. Built on the premise of understanding the world in unique ways, this hands-on session explores how the integration of the visual arts and science can be used in the elementary school curriculum to capture students’ imaginations, hone their creative abilities, strengthen their curiosity, while discovering and forming relationships.  
(K-5)  Margot Livingston

D: Integrating Art and Science in the Secondary Curriculum: Inspiring students to develop critical higher order thinking, innovation, and the ability to see from multiple perspectives through the integration of the visual arts and science is the focus of this session. Participants explore hands-on creative projects for the secondary level art classroom and discover contemporary artists who draw inspiration from the natural sciences.  
(6 - 12)  Margot Livingston

E: Animation as a Connection: Focus on ways for Art Educators to engage students through animation taught while supporting integrated learning opportunities between Art and STEM subjects. Capitalize on students’ prior knowledge of animation gained through viewing experiences including television, movies and websites. Examples of student work will be included to share the possibilities and pitfalls of animation.  
(K – 6)  Karen Kolka

F: Design for Thinking Model for Intermediate Level Students: Learn how to use the design thinking model for project-based exercises. Participants explore how to help students organize, problem solve, think in new ways, and collaborate. Design thinking is a process that can be used by teachers to promote higher level thinking skills linking the teaching of art and STEM through design-enriched experiences. The process equips students with tools for the ongoing investigation of real-life, complex issues providing authentic learning experiences. Discover how these principles can be used in the classroom to empower students to collaborate with each other and to solve real life issues. A project example will be addressed in this workshop: how can design help to create shelters for homeless populations?  
(6-12)  Raye Cohen and Charles Burnette

G: Thinking Inside and Outside of the Box: Using a building design curriculum to reinforce STEM education, this workshop will explore ways that a studio, problem-based approach in art class, can reinforce, strengthen and expand not only artistic skills, but also academic subject matter including math, the sciences, technology and engineering. Participants will have a hands on studio experience. Special emphasis on designing lessons and classroom experiences for students with learning disabilities.  
(K-12)  Susan Braccia

H: Placing the Arts at the Center of K-8 Core Curricula: Participants gain an understanding of how the arts can be integrated into Math, Science and Literacy Curriculum to deepen student learning. In this session, research how brain-based learning translates to practical classroom application, how to collaborate to create great lesson plans, and how to develop an integration framework that works. Presentation includes collaborative models and idea-harvesting and relating this to curriculum standards.  
(K – 8)  Pearl Schaeffer

Schedule:

8:45-9:00  Registration/Continental Breakfast  
Caplan Auditorium  
17th fl. Terra Building - 211 S. Broad Street  
(between Walnut and Locust St.)

9:30-9:40  Welcome + Introductions:  
Department of Art & Design Education

9:45-10:45  Panel Presentation on STEAM

10:45-12:30  Morning Session

12:30-1:30  Lunch

1:30-3:30  Afternoon Session

3:30-3:45  Assessment/ Reflection  
(Act 48 hours processed)
Registration

To register, you must submit the completed registration form with nonrefundable payment in full.

We accept registration by fax, mail, phone or in-person. Registration for this workshop is not available online.

Payment may be made in the form of a check or money order made payable to “The University of the Arts” or by credit card - American Express, MasterCard and Visa are accepted. Registration is accepted on a first come, first served basis.

Workshop registration is nonrefundable.

Please visit cs.uarts.edu for directions to our campus.

Pricing

Registered participants should park at LAZ parking: Symphony House (located at 440 South Broad St, near Broad and Pine Sts.) Participants must present their LAZ parking receipt at the UArts event in order to receive the free voucher ticket. Parking is provided only to registered participants at this specific garage, September 24 from 8:00 am - 5:00 pm.

Bios:

Dr. Charles Burnette is a design educator who developed the IDesign: Seven Ways of Design Thinking program at the University of the Arts in 1989, with Dr. Janis Norman. Dr. Burnette received his BArch, MArch and PhD degrees from the University of Pennsylvania where he was also a Research Associate on the uses of information during design. A licensed, award-winning architect, he then founded his own firm dedicated to creative problem solving in research, industrial design and architecture. During his time as Director of the Industrial Design Department at UArts, he implemented to explore the design thinking model in education. In 1993 Dr. Burnette received a Pew Fellowship in the Arts and in 1994 was recognized by ID magazine as one of forty people making a difference in design. He is now writing a book about the design model, its foundations in cognitive science and its application.

Raye Cohen received her MFA in Sculpture and her MA in Art Education with Certification from UArts. She also has a certificate from the Pennsylvania Academy of Fine Arts and a BA in English Literature from the University of Pennsylvania. Cohen has spent over 30 years in education as a teacher and teaching artist. She is the Director of Education for the Philadelphia Arts in Education Partnership (PAEP) where she designs and implements arts-integrated programs for schools.

Karen Kolinka is an artist and educator living in Philadelphia and currently a full time graduate student in the MAT program at UArts. She has a BFA in Ceramics from Philadelphia College of Art (now UArts). Currently, she is employed at Springside School as the Lower School Technology Coordinator. In that role, she brought digital media into the curriculum. She provides professional development to faculty with a focus on creative integration, collaboration, skills and proficiency with new tools.

Margot Livingston is a graduate student in the Master of Arts in Teaching program in the Department of Art + Design Education at UArts. She received her BFA from Rhode Island School of Design where she worked as an Admissions Counselor and Career Counselor/Media Specialist in the Department of Alumni and Career Services. Livingston’s interest in the natural sciences led to a Pew Fellowship in Systematics in the Department of Entomology at the Academy of Natural Sciences in Philadelphia and has remained integral to her personal artwork.

Pearl Schaeffer has taught at UArts for the past 25 years as a professor in Dance and the Department of Art + Design Education. Ms. Schaeffer holds a BS degree from Drexel University in English secondary education and a MFA in dance from UArts. She has taught English and dance extensively in private and public K-12 schools. As CEO of the Philadelphia Arts in Education Partnership (PAEP), Ms. Schaeffer is the project director and co-manager of two US Department of Education grants to advance learning in and through the arts for all students, and a founding designer of the nation’s first Teaching Artist Certificate program with the Continuing Studies Department at the University of the Arts.

Dr. Teresa S. Unseld is an educator, author, and graphic artist. She is currently Associate Professor at UArts in the Department of Art + Design Education. She served as an Associate Professor of art at Metropolitan State College of Denver and in the Fine Arts Department at the University of Kentucky. She received her Doctorate in Art Education at Ball State University. She is the former national president of the United States Society for Education through Arts (USSEA). Unseld is the author of Portfolios, a book series that combines American history, art and learning activities.

Benjamin Volta is a visual artist who received a certificate from the Pennsylvania Academy of the Fine arts and a BFA from the University of Pennsylvania. His studio is in the Fairmount section of Philadelphia and he is a member of Tim Rollins and K.O.S. in NYC. He works with public school teachers to develop creative methods to link art to specific areas of learning. His projects combine academic learning and life skill development with the creation of great art.

Lisa Wetzler is an art instructor at the Solis Cohen Elementary School in the School District of Philadelphia. She earned her MEd from Cabrini College, her BFA in painting from UArts and she is certified in Art and Consumer Science. She has taught art at various grade levels in public and private schools.
The registration form for the Full Steam Ahead Workshop for Educators on Saturday, September 24, 2011, includes fields for last name, first name, middle initial, home address, city, state, zip, email address, home phone number, cell phone number, social security number, date of birth, gender, Hispanic/Latino status, racial categories, PA professional personal ID number, subject taught, grade level, school name, school address, city, state, and zip. The form also asks for top three break-out session choices and specifies the registration fee, which includes parking at LAZ Parking, lunch, and continental breakfast. Participants earn six Act 48 Activity Hours. The form notes that the registration fee is nonrefundable. It also provides options for how participants heard about the workshop and includes a consent statement. The form concludes with spaces for date and signature.