

Project Summary: Elements of Art and Principles of Design for K-12 Teachers

Project Leads: Paula Booth, Sue Kunda, Chris Mansayon

Overview

Our project is to create an Art Education OER that will consist of fourteen sections covering the seven elements of art (line, shape, color, texture, value, space and form) and the seven principles of design (balance, movement, contrast, emphasis, unity, pattern and rhythm). Each section will include three main parts: a definition and explanation of the element or principle with visual examples from diverse artists that reflect Oregon student population; simple lesson plan ideas (both art literacy and art creation) along with ideas for adapting them for different grades and abilities; and ideas for incorporating the concepts into other curricular areas such as math, literacy or social studies. The finished product will be approximately seventy pages and will be available as an online resource and a printed booklet.

Grant Goals

1. *Create an OER that introduces teachers to the academic language of visual art.*
2. *Create an OER that exposes students to historically underrepresented artists, contemporary artists with compelling life stories, and to project ideas that address issues like social justice.*
3. *Build capacity within Library and Academic Innovation for future open publishing projects.*

Motivators

Project Level:

The OER author has taught ARE 433 for approximately 10 years, using a commercial textbook: The Elements and Principles of Design Student Guide with Activities. The book is a good resource but has never been a perfect resource for teaching art education. The author wants to create an entirely new OER that not only covers the information in the commercial textbook but also connects that information specifically to art education in the elementary school classroom.

The author also wants to expose students to historically underrepresented artists, to contemporary artists with compelling life stories, and to project ideas that address issues like social justice.

Individual Level: What motivates your participation in the project of your team?



- **Sue:** *I've enjoyed helping faculty with various aspects (licensing, attribution, publishing, accessibility) of the OER development process in the past but have felt inadequate when it comes to textbook authoring. I'm looking forward to gaining the necessary skills to help future textbook authors.*
- **Chris:** *My motivation for this project is to engage in the OER creation process and gain valuable experience outside of broad workshops. I want to see how each part of the OER book processes come together and drive development.*
- **Seyed:** *Open Education and Open Pedagogy are areas very close to my heart! I have personally published my work in OER format and have also supported faculty and colleagues publish theirs, especially by offering support in using authoring tools and considering accessibility in the design of the document. Most of the work I have been involved in, however, have been one-on-one, and this is the first item I am part of a "publishing process" with clear goals and objectives. I am really excited about this opportunity and the collaboration we are going to have as part of this project.*

Roles & Responsibilities

Role	Who	Responsibilities
<i>Project Manager</i>	<i>Chris (TSP Program), Sue (OER Production)</i>	
<i>Author</i>	<i>Paula</i>	<i>Write! Integrating content, both text and images. Consider suggestions for revision. Gathering lessons for appendices.</i>
<i>Instructional Designer</i>	<i>Seyed</i>	- Locating OER resources - Working on outcomes, activities, assessment. - Conducting accessibility checks and reviews. - Collaboration on technology use.
<i>Technology Lead</i>	<i>Sean</i>	<i>Entry into PressBooks, formatting, physical copies, accessibility stuff.</i>
<i>Researcher</i>	<i>Jeananne</i>	<i>Finding potential illustrative images for Paula to review for inclusion. Creating APA citations for all resources used.</i>
<i>Peer Reviewer</i>		
<i>Classroom Reviewer</i>		





Copyeditor	Janeanne	Edit for sense, grammar, etc.
Copyright	Sue	Check on copyright status of non-cc content; Create attributions for CC content; Write fair use statement for non-CC images used in book
Storytelling	Janeanne, Sue	Getting word out to audiences on its publication

Course and Audience

What courses will this OER be used in? Identify both the primary student audience (academic level, discipline etc.) and any secondary audiences (instructors, researchers, professionals, other interested parties).

This OER will be used in ART 433: Art Education, which is an introductory course for teaching art in the elementary or middle school classroom. The audience is pre-service or working K-12 educators with no significant art background or knowledge. The text can also be used by classroom teachers not enrolled in ART 433 who want to provide art education to their students.

Significant Learning Outcomes

- *Integrate the language of art (art elements and design principles) with multiple art processes in order to create age-appropriate lesson plans that meet K-12 grade-level art content standards. (Aligns with ULO IA)*
- *Combine art with other core curricular subjects through the creation of interdisciplinary lessons. (Aligns with ULO IL)*
- *Adapt art projects for a variety of student populations (ages and abilities).*

Course Materials Needed

Think about the teaching environments in which your OER will be used. Identify what materials you will need in addition to a core textbook or ancillary materials. You may want to list and link to items like a syllabus, assessments, lesson plans, teaching aids, etc. List these out below.

Applying an equity lens, whose voices, perspectives and narratives will you want to embed in your OER to ensure it is a culturally sustaining resource?



Using Existing OER?

Will you be using existing OER to adapt or remix for your purposes? Scanning the OER landscape in your discipline will help decide how much content you will need to create in addition to what you can find among already existing materials.

The [OER Discovery worksheet](#) will guide you in the process of locating OER and mapping suitable resources to your project.

Structure

1. **Chapter Structure:** If you are creating a textbook, how will the textbook be structured? (e.g. 3 parts to every chapter, student-facing text plus instructor handbook etc.).
2. **Adapting/ Remixing:** Will you be drawing on existing OER? In what ways?
3. **Supplementary Materials:** What (if any) accompanying elements (e.g. instructor resources, presentations, quizzes, maps, data sets) will be produced or collected? If you are creating these, how would these be structured?
4. **Inclusion, Equity, Diversity:** What voices and representations will you want to use to help convey specific information in your OER? How will you embed the diverse perspectives?

Licensing

Explain what license the OER will carry and why. You may want to link to external resources where readers can go for more information on the CC BY license, such as the [Creative Commons website](#), or the [Rebus Community Licensing Policy](#).

The OER will be assigned a [Creative Commons Attribution \(CC-BY\) 4.0 License](#) or a [Creative Commons Attribution-Non-Commercial \(CC-BY-NC\) 4.0 License](#).

Anticipated Timeline

Task	Task Owner(s)	Projected Completion Date	Completion Date	Notes
All documentation completed and shared	Sue, Paula	May 15, 2023	May 15, 2023	Sue and Paula did this before starting the program
Locate and review existing OER	Paula, Janeanne, Seyed			
Submit an author guide	Janeanne, Sue	May 31, 2023	Summer 2023	Will need to be adapted
Submit finalized chapter template: pedagogical elements		July 28, 2023		



First drafts complete		September 15, 2023		
Editing (subject matter experts)				
Revisions complete				
Technical test run (format 1 chapter in publishing tool)	Sean, Chris	October 1, 2023		
Create accessibility review guide	Seyed	May 31, 2023	May 31, 2023	Using Open Oregon's accessibility guide
Create peer review guide	Sue	May 31, 2023		
Locate peer reviewers	Seyed, Sue, Paula	October 15, 2023		
Send manuscript to peer reviewers	Seyed, Sue, Paula			
Peer review complete		December 31, 2023		
Revisions complete				
OER formatting complete	Seyed	January 31, 2024		
Copy edit & proofread complete	Jeananne	January 31, 2024		
Accessibility review complete	Seyed	February 28, 2024		
Final revisions due		February 28, 2024		
Promotional materials due		March 31, 2024		
Release & publication date		April 30, 2024		
Institutional cohort celebration		May ?? 2024		
Classroom review complete		December 31, 2024		
Impact assessment plan report due				

Measures of Success

- How will you know if you've met your goal?
- What constitutes success, and how will you measure it?
- Consider indicators along the production process like number of participants, diversity of perspectives (geographic, cultural, social, etc.), feedback opportunities, number of adoptions etc.
- Also think about student success beyond traditional metrics of grades and focus on deeper learning measures. Do students feel joyful and empowered in the course?



- These don't have to be comprehensive, but help to clarify what success means to your project, beyond just writing a text.

Communications Information

Please specify the best channels and accounts to use to publicize this collaboration. Rebus will typically share details about projects in the TSP via Twitter and our monthly newsletter within the first 3 months of the collaboration.

Social media handles	
Grant website	
Logos	Open Oregon Educational Resources Logos
Preferred language to use when referring to the grant/collaboration	<i>Please use whole program name when referring to Open Oregon Educational Resources; Please use Western Oregon University when referring to the institution</i>

You can tag Rebus Community on Twitter at [@RebusCommunity](#) and link to our website (www.rebus.community) during any promotional activities. [Rebus logos are available in this folder](#) to include on your grant website. We ask that you contact [Jördis Weilandt via email](#) to approve any communications prior to release. We will contact your communications manager for any scheduled communications besides what is mentioned above.

- **Project Forum** to share progress, updates, and calls for participation (CFP) publicly
- **Email**
 - Email signatures (keep the project front of mind with all email interactions)
 - Existing OER listservs to communication your work: CCCOER, LibOER Digest
 - Discipline specific listservs
- **Blog posts**
 - Personal blog
 - Institution's marketing site
- **Community Calls** to recruit authors, editors, others on the team
- **Conferences** where you can present on specific aspects in your project
- **Social Media**
 - Personal accounts from team members
 - Dedicated project account
- [Mailing List template](#) to sign up for OER-related listserv



Planned Events/Summits

List any summits or planned events as part of this grant with anticipated dates.

Anticipated Date	Event	Purpose
March 4-8, 2024	Open Education Week	Announce possible launch date w/information about OER.

Requirements for Grantees

List any specific stipulations/conditions for the grant-funded OER being created. This is information that grantees are aware of, that Rebus will remind/reinforce during our programs. This could include:

- *OER will have an attached Creative Commons license.*
 - *OER will adhere to [Open Oregon Educational Resources Accessibility Standards](#).*
 - *Both Open Oregon Educational Resources and Western Oregon University logos will be attached to OER.*
 - *Western Oregon University will write a blog post about the project for Open Oregon Educational Resources.*
 - *Western Oregon University will present at the 2025 Oregon OER Symposium.*
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Note that this template can be used in conjunction with the [Session 2: Project Scoping Handout](#).

