

Faculti Summary

<https://faculti.net/authentic-secondary-art-assessment/>

The speaker discusses the assessment of visual art in educational contexts, particularly noting the shift from traditional evaluation methods that emphasize standardized outputs to more holistic approaches that focus on student thinking and expression. They introduce their book, co-edited with Kathy Smile, which examines methods of visual art assessment at the secondary school level, highlighting the thinking processes of students and the teaching methods of 17 exemplary educators.

Historically, the speaker critiques the assembly line metaphor in education, where standardization dictates uniform outputs, citing that while some disciplines are constrained by this system, the visual arts in the U.S. enjoy more flexibility, allowing teachers to create individualized curricula. However, this also leads to a lack of consistent expectations for students.

The discourse highlights the importance of balancing instructional objectives—which guide what students should learn—and expressive outcomes that acknowledge authentic, spontaneous moments of learning in art-making. The speaker argues for the significance of incorporating expressive outcomes for true art education, as opposed to mere skill training.

Inspired by the work of distinct educational models like Studio Thinking from Harvard's Project Zero and the teaching for Artistic Behaviors, the speaker advocates for appreciation of the underlying thought processes in student artworks, which encourages the development of visual literacy and judgment.

Furthermore, the speaker emphasizes the necessity of empathetic understanding in the classroom, relating this to student engagement and the importance of context in learning. Finally, they propose that research should focus on small case studies that capture excellence in teaching rather than large-scale statistical studies, underscoring the significance of context in educational research.