
Stephanie Danker, Ph.D., Assistant Professor of Art Education, Miami University

Professional Preparation (chronological order)

James Madison University, Studio Art, BA, 1999

Virginia Commonwealth University, Art Education, MAE, 2005

University of Illinois at Urbana-Champaign, Art Education, Ph.D., 2012

Peer-reviewed Research, Scholarly, or Creative Activities

Peer-reviewed Publications:

- Danker, S., & Baer, S. (proposal accepted, publication date late 2016). Significant Spaces of Freedom Summer: Recognizing the Power of Community Art as the Inbetween. In L. N. Hersey & B. Bobick (Eds.), *Handbook of Research on the Facilitation of Civic Engagement through Community Art*. Hershey, PA: IGI Global.
- Danker, S., & French, K. (proposal accepted, publication date May/June 2016). Art Animates: Ideas Sparked from a University-Sponsored Summer Arts Academy for Middle and High School Students. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, Special Issue: Drawing from Within: The Arts & Animated Learning.
- Danker, S. (forthcoming). Practitioner reflections of professional growth: University contemporary art museum as catalyst. In B. S. Carpenter & D. C. Kletchka (Eds.), *Professional development in art museums: Strategies of engagement through contemporary art*. Reston, VA: National Art Education Association.
- Danker, S., Tollefson-Hall, K., & Newman, A. (in press). Themes, links and public forums: Developing student art criticism research projects through blogs. *Journal of Teaching and Learning with Technology*.
- Danker, S. H., & Presley, Z. (in press). The Atomic Indian Corporation: "We love selling Indian-ness!" In K. Staikidis & C. Ballengee-Morris (Eds.), *Transforming Our Practices: Indigenous Art and Pedagogies*. Reston, VA: National Art Education Association.
- Danker, S. H. (2014). Creating Shared Vision between the University Art Gallery and Art Education Program. *Art Educators on Art Education: JMU Art Education Lectures, 2000-2014* (pp. 159-175). Harrisonburg, VA: James Madison University.
- Danker, S. H. (2014). Brand: Identity, image, and relationships. *Art Education*, 67(1), 41-51.
- Danker, S. H. (2012). Connecting university art galleries, art education certification programs, and local teachers. In S. Jandl & M. Gold (Eds.), *A Handbook for academic museums: Vol. 1. Exhibitions and education* (pp. 560-587). Boston, MA: MuseumsEtc.
- Danker, S. H. (2012). Sugar and spice: Envisioning possibilities for holistic art education inspired by *Ace of Cakes*. In L. Campbell & S. Simmons (Eds.), *The heart of art education: Holistic approaches to creativity, connection, and transformation* (pp. 276-279). Reston, VA.: National Art Education Association.
- Castro, J. C., Danker, S., Delacruz, E. M., Fuglestad, T., Roland, C., & Stokrocki, M. (2011). Do-it-Yourself Professional Development through Online Personal Learning Networks as a 21st Century Form of Self-Initiated, Non-Hierarchical Participation in Communities of Practice. *Canadian Art Teacher*, 9(2), 38-53.

Teaching and Instructional Activities

Undergraduate Courses Taught

- ART 195: Introduction to Art Education (every semester)
- ART 395: Art Across the Curriculum (fall)
- ART 495: Saturday Art Practicum, supervision of graduate student
- ART 419 Student Teaching Supervision & Seminar (spring)
- ART 477: Independent Study

Instructional Contributions & Educational Developments

I have collaborated with Dr. Stephanie Baer to redesign the art education program and curricula to better align with professional standards in the field, expectations for accreditation, needed additional training for state licensure, and provide needed updates to the content of courses. To this end, we have completed the following:

- Revised the Student Learning Outcomes (SLO's) for all art education courses (ART 195, 295, 296, 395, 493, 495, 419). All curriculum revision approved by department, pending approval by division and faculty senate
- Revised descriptions and sequencing for art education courses
- Reworked all art education courses to include both the use of professional technology tools and art integration projects
- Redesigned required field experience requirements
- Redesigned course road maps indicating pathways to art education degree
- Collaborated with Music Education faculty to align teacher education components
- Aligned curriculum to professional standards including:
 - NASAD (National Association of Schools of Art and Design)
 - OSTP (Ohio Standards for the Teaching Profession)

- CAEP (Council for the Accreditation of Educator Preparation)
- NAEA (National Association of Art Educators)

I completely redesigned ART 395, Art Across the Curriculum (formerly, The Art Teacher): Redesigned the course and required field hours and practicum placements to teach students about integrating the arts into other subjects, work with non-art PK-12 teachers, collaborate on curriculum writing, and understand school dynamics and common core requirements of other subjects. I received a \$2000 individual faculty grant from Howe Writing Center for implementing the project, “Art Across the Curriculum: Educational & Museum Resources for Contemporary Art,” a collaboration with Miami University Art Museum. My Alumni Teaching Scholars research project for 2015-16 is focused on this course (Scholarship of Teaching and Learning project).

With the revision of the entire art education curriculum, many documents were developed as a result including, but not limited to:

- Curriculum map for art education program aligning to professional standards
- Revised syllabi, new syllabi for ART 195 and 395
- Professional dispositions for art teacher education
- Online disposition forms for self-evaluation and cooperating teacher evaluation of art education students
- Key assessments and rubrics for art education program
- Field experience protocol and expectations
- Course websites for each course taught

Advising and Advisees

I advise 20-30 art education students on course selection and planning, art education career-based inquiry, student teaching inquiry, field experience issues, and course content for students in my courses. I hold regular office hours each week, but make myself available to students before and after my class sessions as well. I write recommendation letters for students for participating in field experiences, scholarships, and job seeking.

Other advising activities

- Tours given for visiting students and families
- Creation of promotional materials for recruiting/advising events
- Co-leadership of annual Art Education Advising Meeting for all Art Education majors
- Contributor to advising website for art education program
- Participation in University-wide and departmental recruiting/advising events including ArtsDay
- Co-faculty advisor for student chapter of National Art Educators Association
- Doctoral committee member for Miami University Educational Leadership Ph.D. student

Service to the Profession Department/Program, Division, University, External

- Art Department committees: *Recruitment & Admissions Taskforce. Visiting Artists, Scholars & Exhibitions Committee.* Graphic Design Search Committee
- Education Department: *NCATE/CAEP Steering Committee. Transformative Initiative Research Committee*
- Divisional Committee: *Ad-hoc Committee exploring interdisciplinary, experiential, place-based education*
- University Committee: *University Teacher Education Committee*
- Reviewer for peer-reviewed journal: *Journal of Teaching and Learning with Technology*