



AAEP and Arts Priori present the 2019 "Outstanding GTA Award" Lecture

## Fostering a Creative Student through Play: What Doesn't Change by College from K

**Friday, March 29, 2019**

**12:30-3:30 pm**

**Sullivant Hall Room 141**

**1813 N. High Street**

### **Miranda Koffey, PhD Student**

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The Ohio State University



**Bio:** Miranda earned her BA in Art History and MA in Art Education from The Ohio State University in 2012 and 2018, respectively. She has taught art making and art appreciation to students at multiple grade levels, from pre-school to undergraduate. Miranda presently teaches Art Education 3900: "Art and Curriculum Concepts for Teachers" and Art Education 2367.03: "Criticizing Television" as a Graduate Teaching Associate for the department. Her PhD research interests include creating and exploring narrative through and with artmaking; critical race studies in art, art education and art practice; and feminist narrative and visual culture of the modern occult.

**Presentation Abstract:** At the beginning of each semester, collegiate art educators tend to open new classes and courses faced with some very apprehensive and anxiety soaked students. Some of these students have been chastised by previous secondary educators for going too far outside the prompt, not following instructions, or lacking originality while artmaking. For others, artmaking ceased after elementary school due to lack of resources or art stigma. To invigorate these uneasy students, to begin mending the damage of previous instruction, to address how we colonize our classrooms, and to foster a foundation of creativity, educators must go back to the basics. Way back, to grade school.

After five years of teaching elementary school students in Columbus City Schools, I jumped to college undergraduates in 2016, naively expecting the same willingness from them to explore, create, imagine, and fail. This presentation will explore a (re)consideration of what creativity, process, and play means to the uneasy undergraduate art student. By integrating these concepts, collegiate art education can be (re)framed with the wonder, creativity, and imagination only a kindergartener can muster.