

Global Classrooms Project

ARTT 120 Ceramics I

Spring 2019

Megan Van Wagoner

Personal Goals

Enrich ARTT 120, Ceramics I, by providing an in-class experience that expands on one of the course outcomes which aligns with General Education outcomes.

ARTT 120 Course Outcome

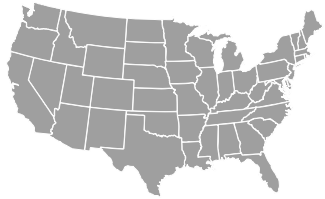
Demonstrate creative problem solving that synthesizes ceramics knowledge and methodologies with information from different fields of study and/or global sources.

MHEC Arts & Humanities Distribution Outcome

Develop skills, including but not limited to world language skills, and awareness that enable one to value cultural diversity;

Personal Goals

Further explore the relationship between culture and the development of creativity, especially comparatively across cultures with distinct histories.



United States—Colonized and settled in the 17th and 18th centuries by non-conformists who faced religious persecution in Europe and left their homelands to migrate to the Americas where they could freely express themselves.



China—Historically, study of the arts was based in traditional practices and repetition of old masters. Following the Cultural Revolution (1966–1976) there was again a looking back to the past as they tried to revitalize traditional crafts and recreate the knowledge-base in the arts.

Initial Plans

Asynchronous exchange with ceramics students in China.

Students would create videos sharing their experience studying ceramics in college and reflecting on their first artistic or creative experiences as children.

Further video and email exchanges would provide an opportunity for pairs or small groups of students to ask questions after watching the videos.

Attempted to initiate exchanges with schools in Xi'an, Yíxing, and Beijing.

While faculty were interested, administrators were reluctant to allow the exchange.

Backup Plan

Presentation and discussion with a Chinese artist, living in the US

We invited an artist born, raised, and educated in China to give an artist talk to the ceramics class that focused on their upbringing and arts education.

Pre- and post-visit class discussions

In lieu of additional email exchanges, we held class discussions.

Project Integration

Week 2 / Faculty Presentation: The Cultural Artifact

Week 6 / Class Discussion: The Role of Creativity in the Development of Art

Week 7 / Faculty Presentation: The Reflection of Culture in Contemporary
Ceramic Art

Week 9 / Visitor Presentation: Xiaosheng Bi, Chinese artist living in Maryland

Week 15 / Complete the signature assignment with an addendum

Project: Week 2

Faculty Presentation: The Cultural Artifact



Korean, 13th century



Greek, 480–470 B.C.



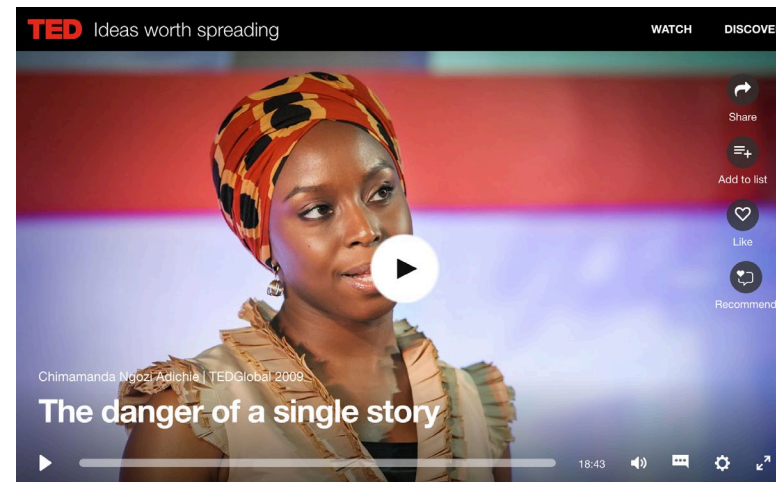
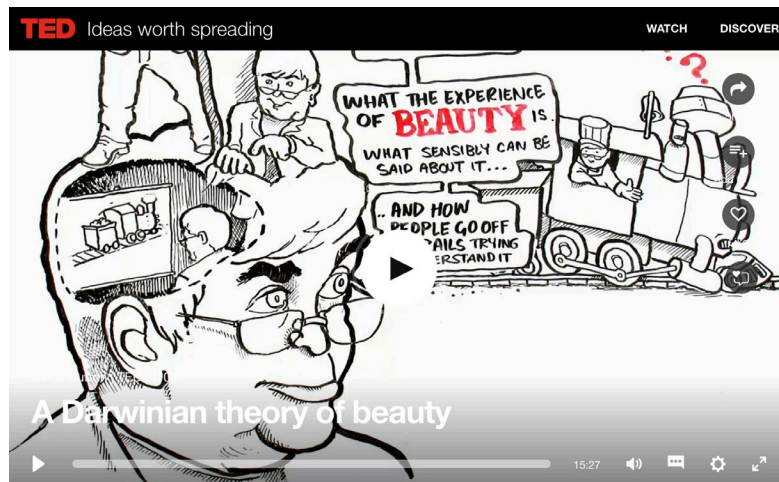
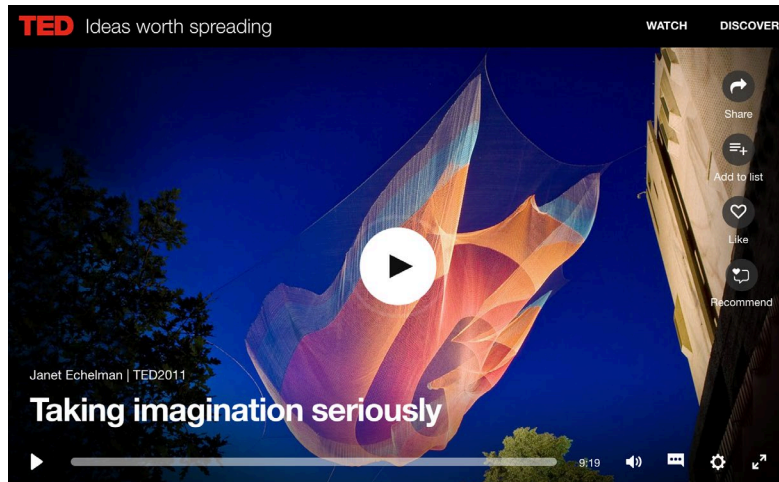
Mangbetu tribe, Zaire, 20th century



Greek, 480–470 B.C.

Project: Week 6

Class Discussion: The Role of Creativity



Project: Week 7

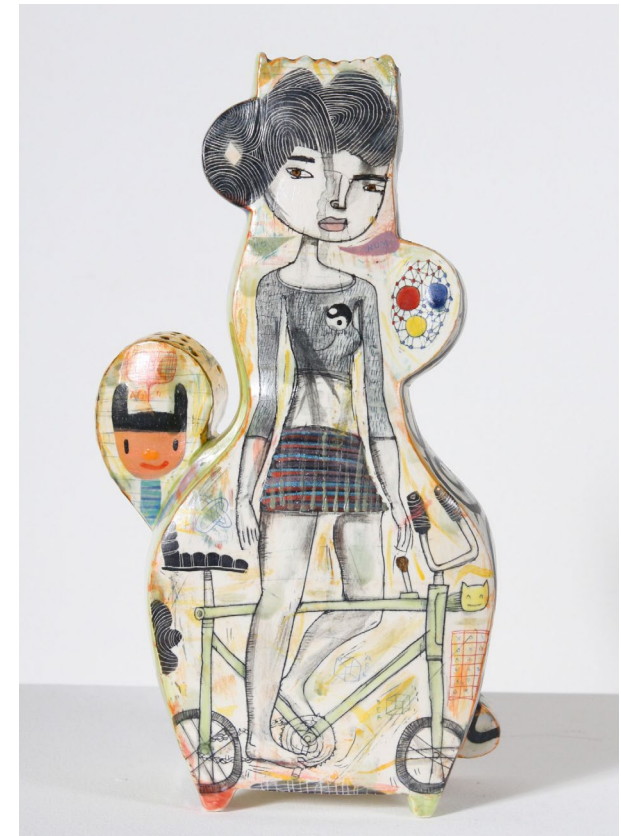
Faculty Presentation: Reflection of Culture in Contemporary Ceramic Art



Yeesookyung, Korean



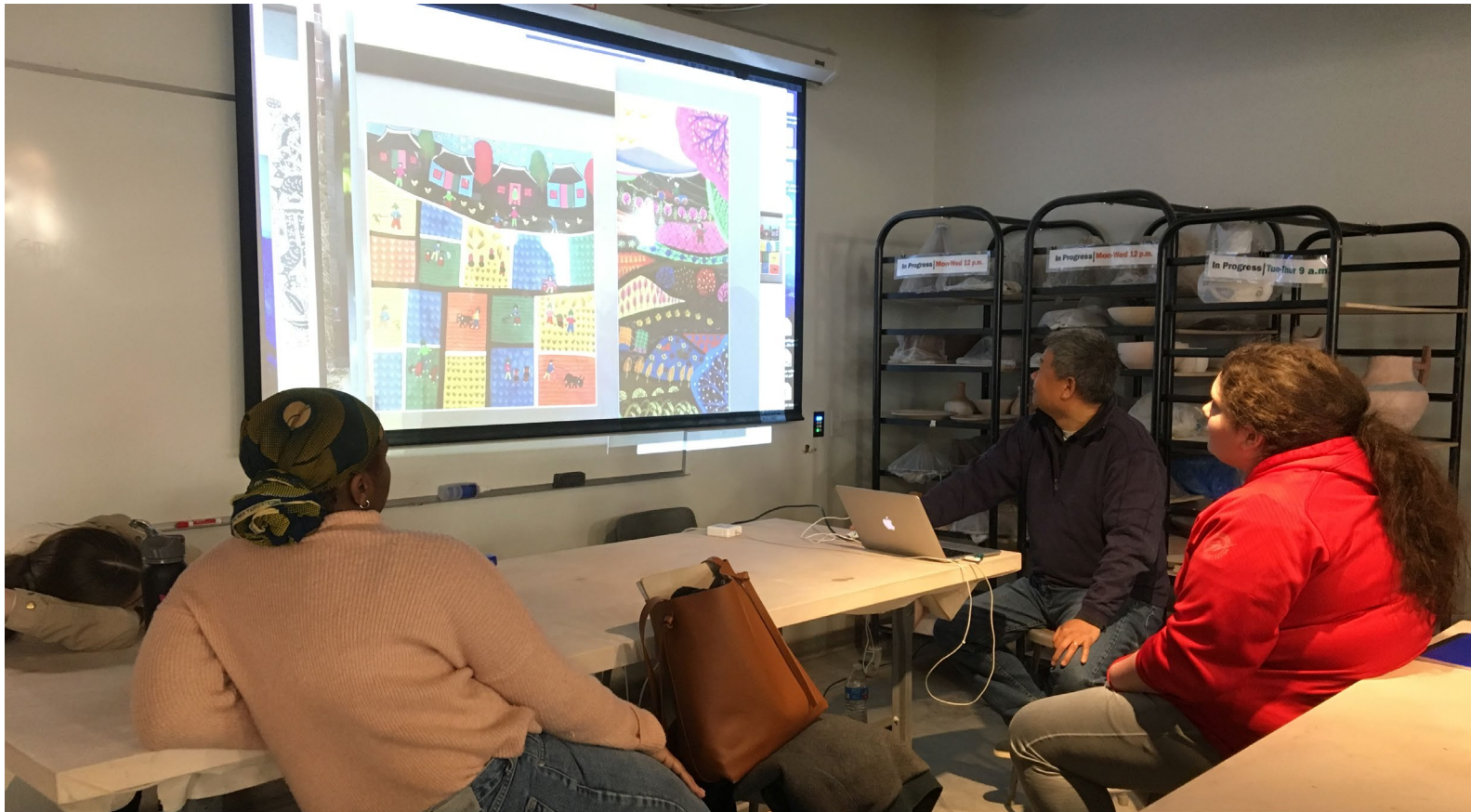
Ai WeiWei, Chinese



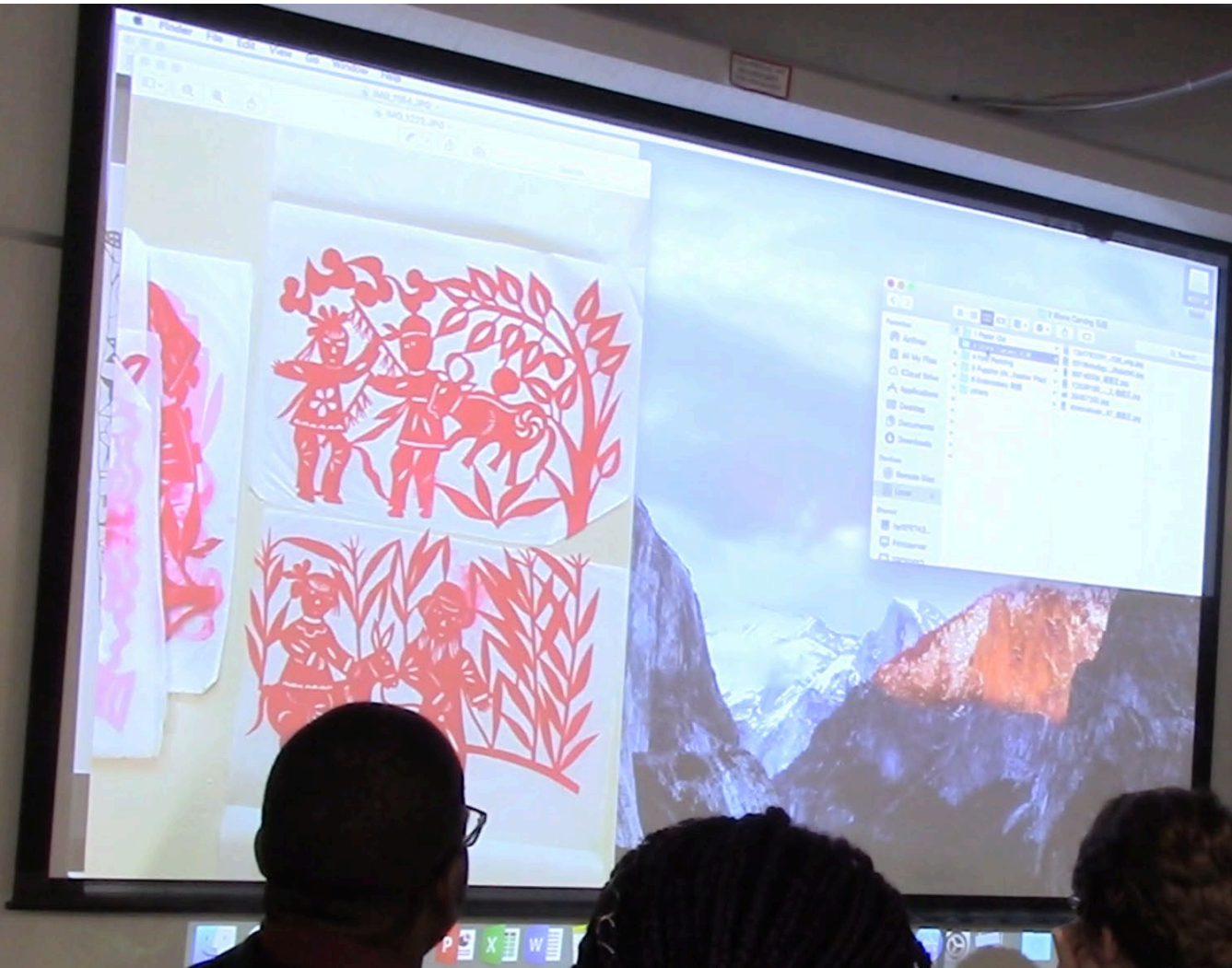
Kevin Snipes, American

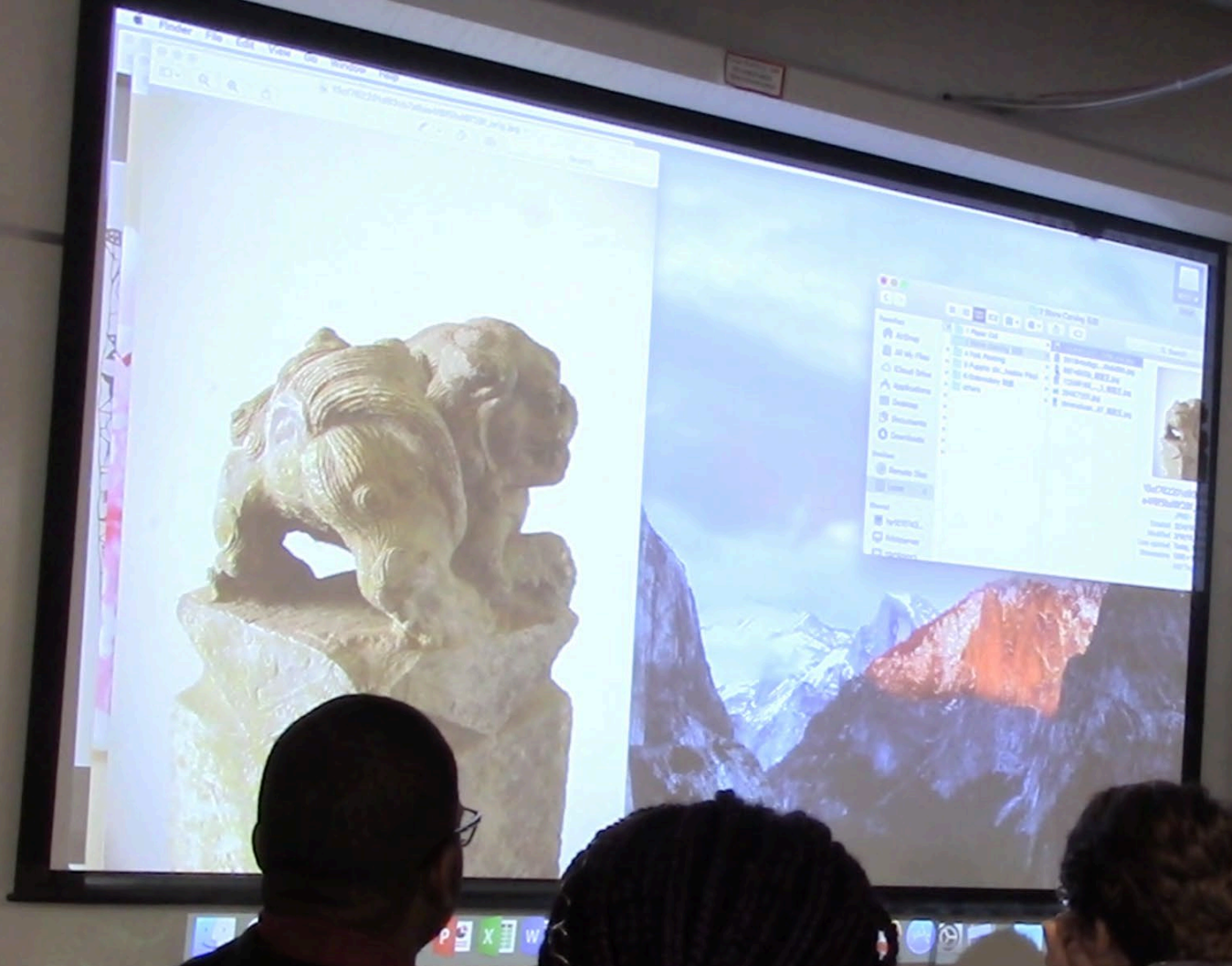
Project: Week 9

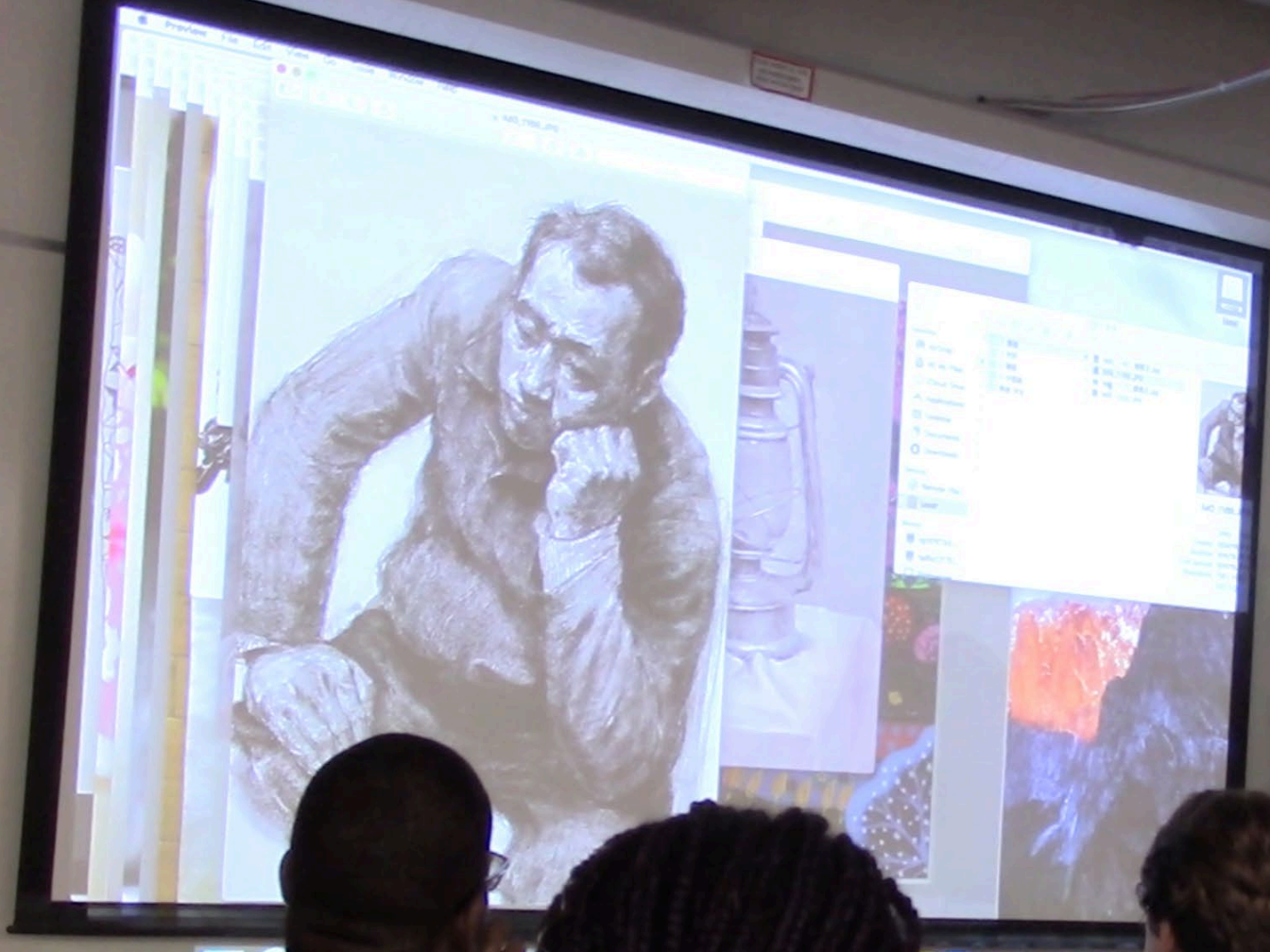
Visitor Presentation: Artist Talk by Xiaosheng Bi



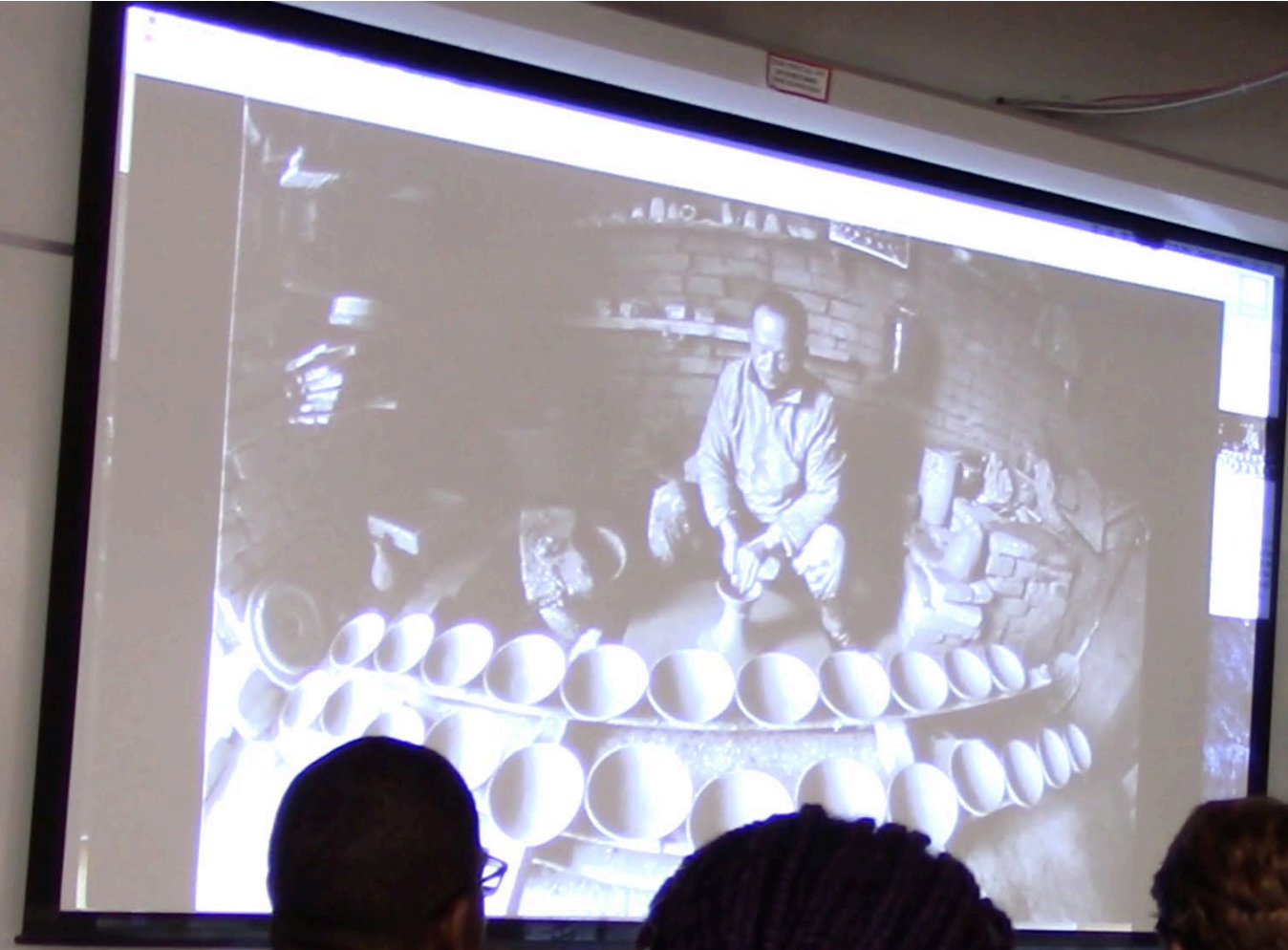
Xiaosheng Bi lecture to ARTT 120, Ceramics I on March 19





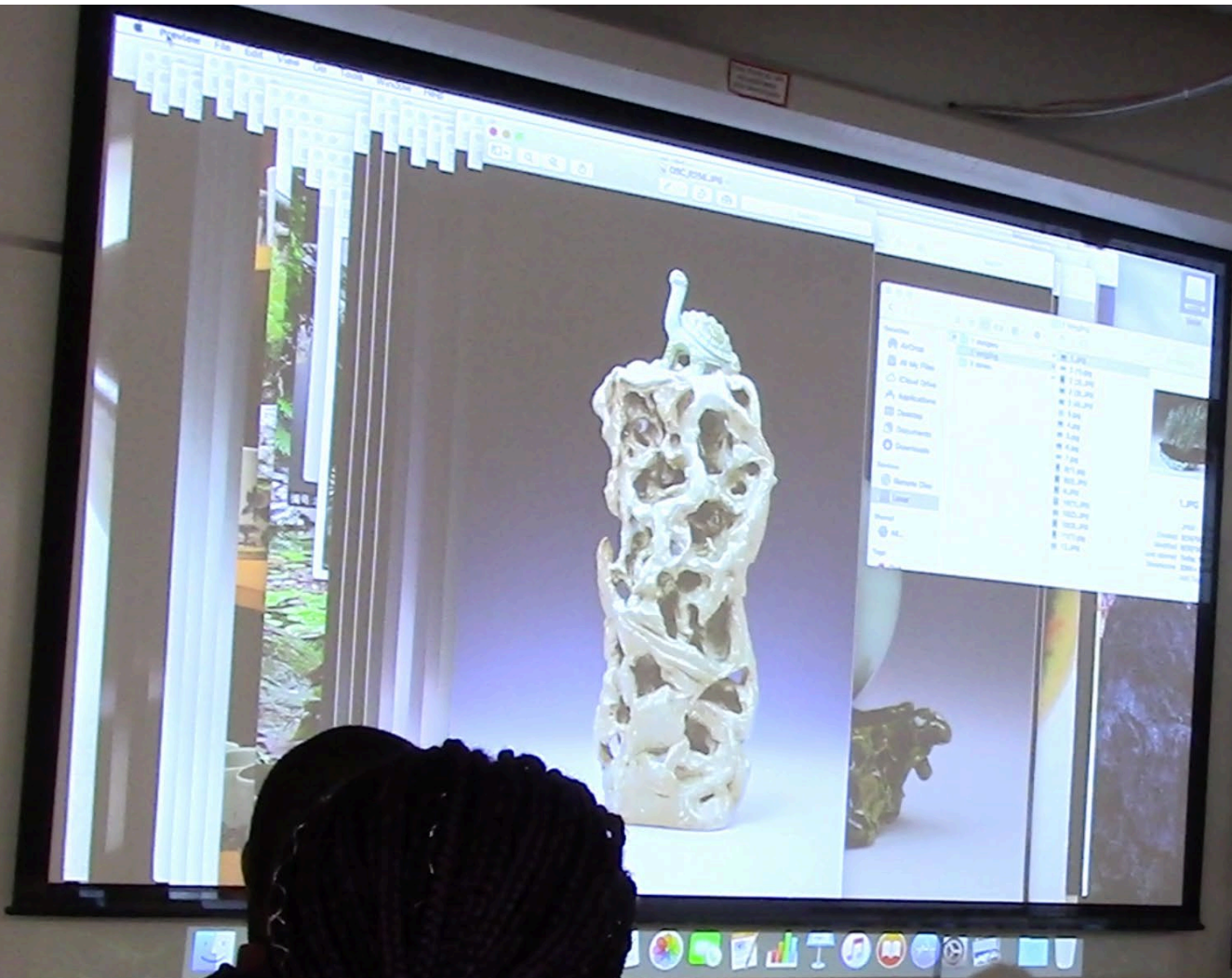














Project: Week 9

Visitor Presentation: Artist Talk by Xiaosheng Bi



Xiaosheng Bi

Project Outcomes

Global Self-Awareness (AACU Global Learning Value Rubric)

Milestone 2—Analyzes ways that human actions influence the natural and human world.

Project Outcome—Effectively discuss how significant issues in the world impact one's personal creative expression in a global context.

Understanding Global Systems (AACU Global Learning Value Rubric)

Benchmark 1 – Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.

Project Outcome— Identify major historic and contemporary Chinese influences that impact or influence contemporary creative thinking and artistic practice.

Project Assessment

Pre-Encounter Survey

Students were given a survey to measure their basic knowledge of Chinese history, especially the Communist government and the Cultural Revolution.

Post-Encounter Assessments

Signature Assignment Addendum—Questions have been added to the signature assignment to measure students' knowledge of historical events that have significantly impacted contemporary Chinese artistic expression. They are also being asked to reflect on how their cultural background has impacted their understanding of creativity and the role of artists.

Oral Presentations—Students are also being asked to consider an artist's cultural background and its impact when they give oral presentations on a contemporary clay artist during the last week of classes.