

Mind Map for the Literature Review

Research Interest The museum's approaches for the international visitors

Facts Histories, ideology, present circumstances/ approaches

Goal for the foreign visitors.
Historical point of views in the literatures

Suggetstions tries and new point of views

New ideas about the issue
Solutions (examples)
My own idea

Finding a better way

Change the perspectives
Goals for the each museum and region.



1. Adult literacy-

Literature

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.

Horton, M., Bell, B., Gaventa, J., & Peters, J. M. (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.

Abstract concepts: Adult Illiteracy, disability, poverty, hierarchies, social responsibility, oppression

Question: How does adult literacy impact our way of life?

2. Art education and disabilities-

Literature:

Arnheim, R. (1986). *New essays on the psychology of art*. Berkeley: University of California Press.

Derby, J. (2011). Disability studies and art education. *NAEA Studies in Art Education: A Journal of Issues and Research*, 52 (2) 94-111.

Foucault, M. (1965). *Madness and civilization: A history of insanity in the age of reason*. New York: Pantheon Books.

Gardner, H. (1982). *Art, mind, and brain: A cognitive approach to creativity*. New York: Basic

Lowenfeld, V., & Brittain, W. L. (1964). *Creative and mental growth*. New York: Macmillan.

Wexler, A. J., & Cardinal, R. (2009). *Art and Disability*. Basingstoke: Palgrave Macmillan.

Abstract concepts:

Disabilities, medical model, social model, intrinsic motivation, self-expression, inclusive model, disenfranchised group, labels, stigmatization, empowerment, breaking conventional norms, beyond empathy

Question: How does art education promote social change?

3. Art Brut/Outsider artists-

Literature:



Ferrier, J. L. (1998). *Outsider art*. Paris: Terrail
Marton, J., Queens Museum of Art., & Creedmoor Psychiatric Center. (2002). *In the flow: Artists from the Living Museum : Queens Museum of Art, March 10-July 7, 2002*. New York: Queens Museum of Art.

Petullo, A. (2001). *Self-taught & outsider art: The Anthony Petullo collection*. Urbana: University of Illinois Press.

Rothenberg, A. (1990). *Creativity and madness: New findings and old stereotypes*. Baltimore, Md: Johns Hopkins University Press.

Abstract concepts:

Dr. Prinzhorn's *Artists of the Mentally Ill*, formal academic training versus no academic training, exclusivity, mental illness, alienation, asylum, psychiatric wards, art brut, outsider art, peripheral, social outcasts, mainstream

Question: How do labels shape our identities?

Adult Education



Outsider artists timeline:

Franz Pohl (1864-1940)



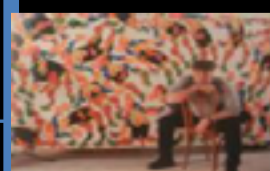
Aloise (1886-1964)

Augustin Lesage (1876-1954)

Auguste Forester (1887-1958)

Gaston Chaissac (1910-1960)

Michel Nedjar (1947-present)



Dirty Tursi (1961-present)



Visual and Popular Culture Representations of Disabilities

Wheelchair sign, prosthetics, minorities, old age, ramps, comic heroes' alter egos who use wheelchairs, glasses, etc. which hides their super hero abilities

Theorists on mental illness and creativity:

Identity Issues:

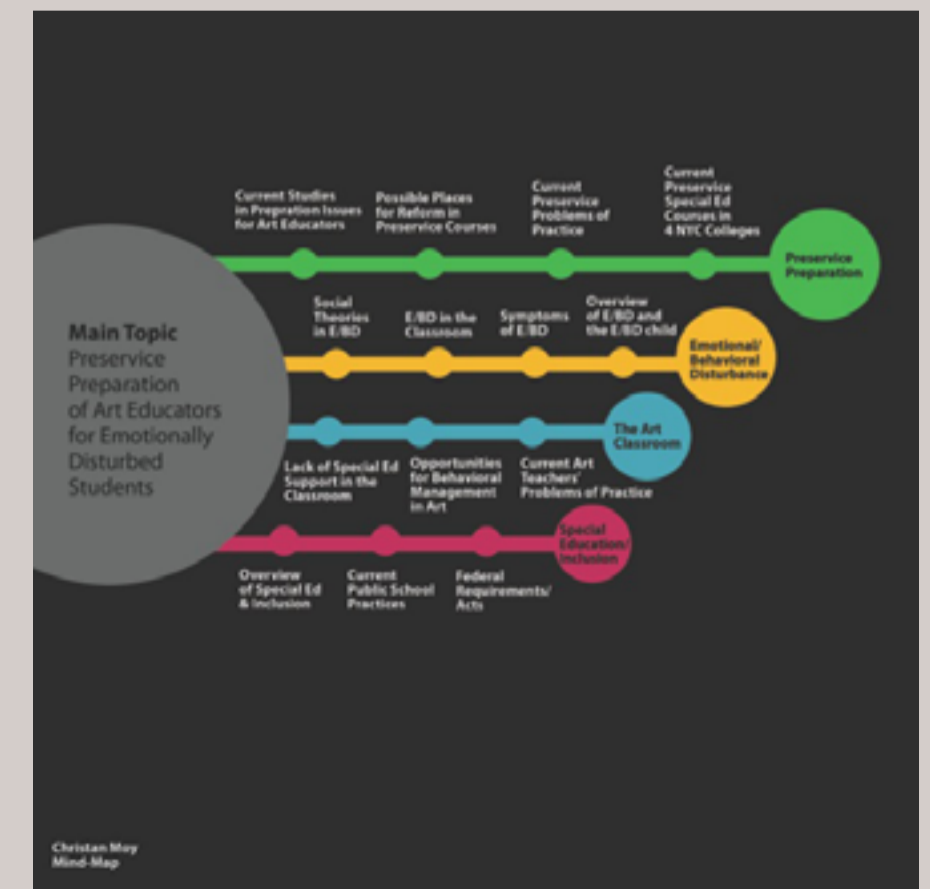
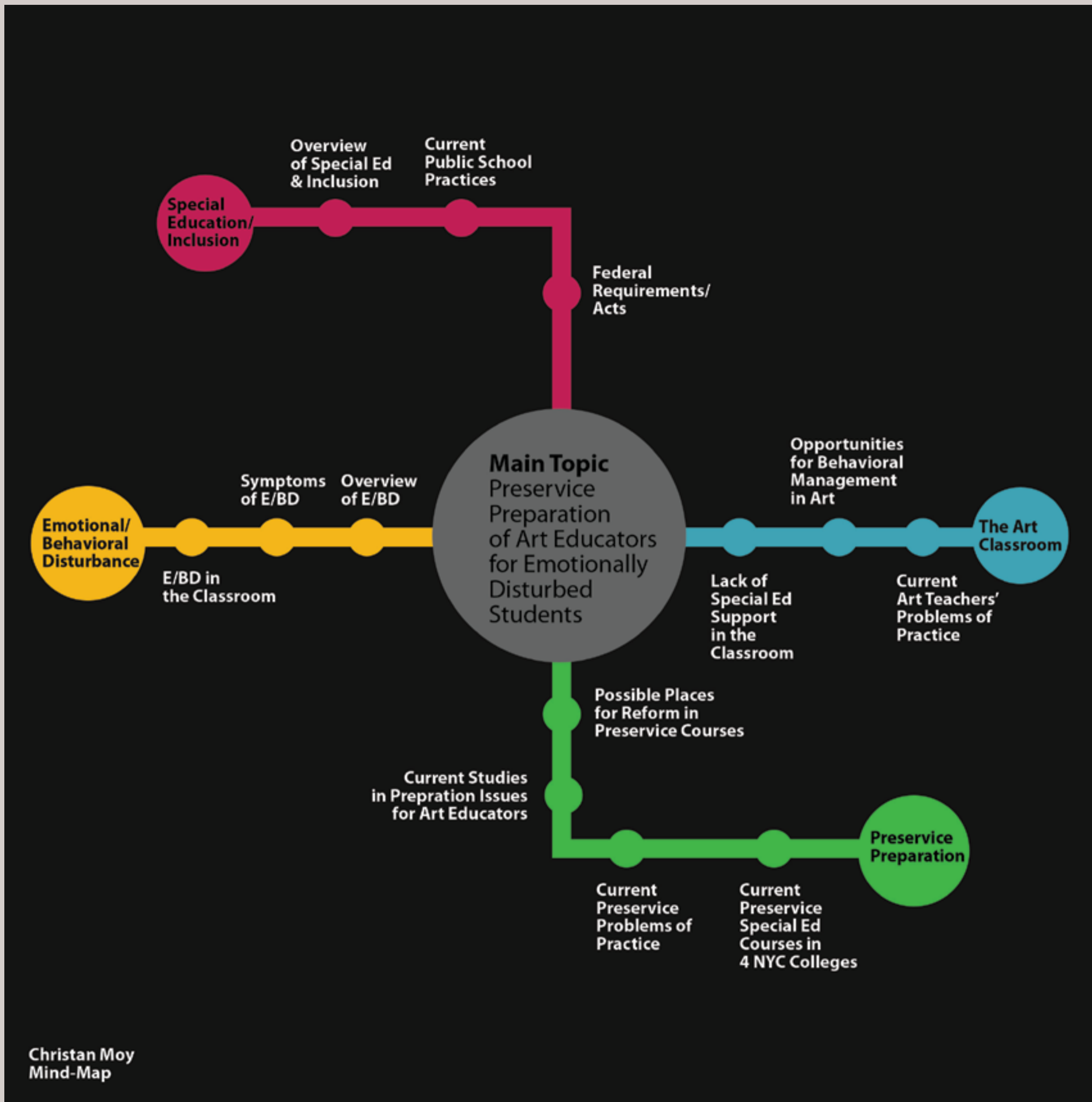
Alexander Lowen's Narcissism, Carl Jung's split personality, Donald Winnicott's Theory on True Self and False Self, schizophrenia

Art empowerment and stages in creative growth:

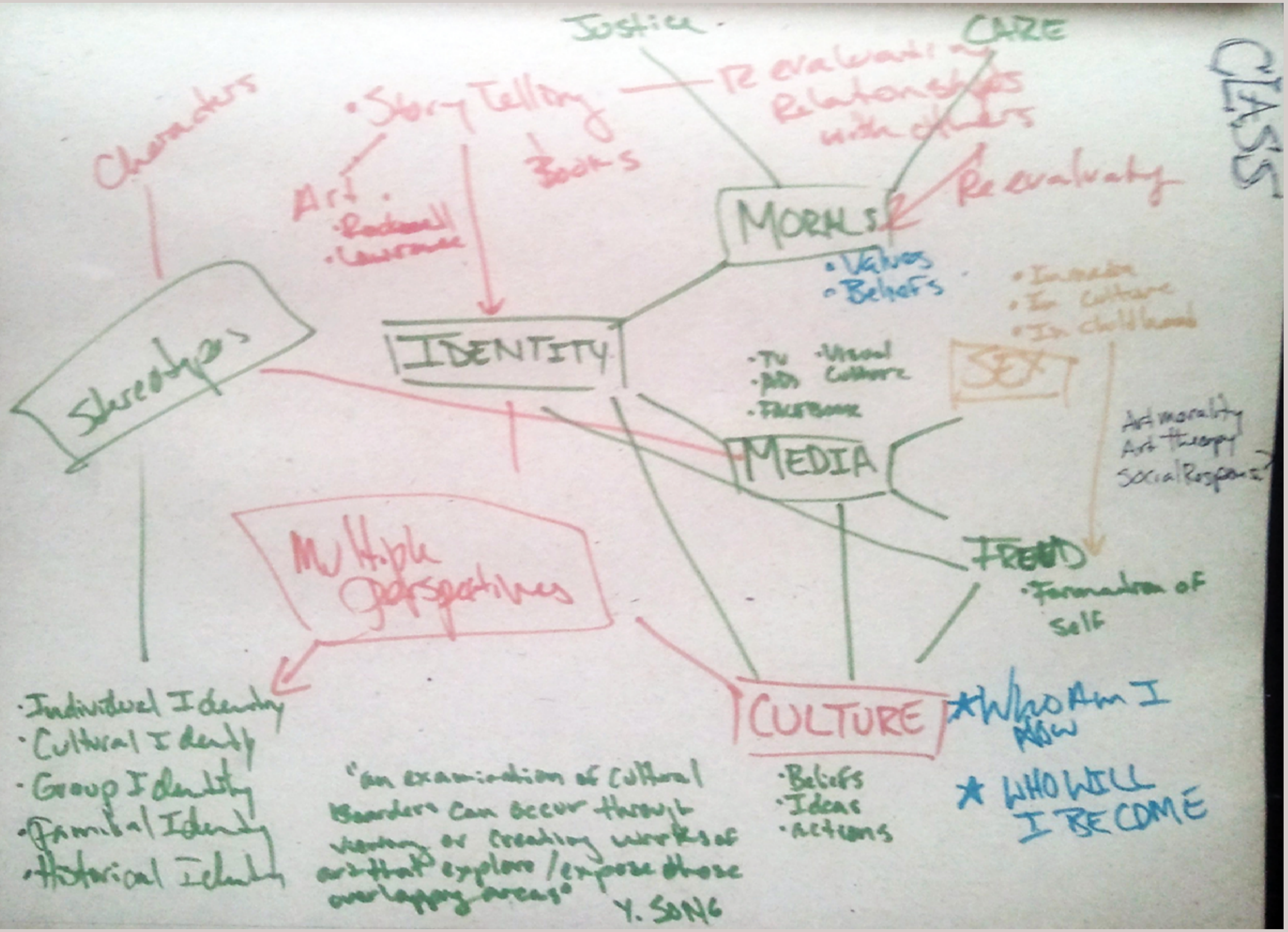
Viktor Lowenfeld's stages in artistic development. The stages consist of (1) scribble; (2) pre-schematic; (3) schematic; (4) Dawning Realism; (5) Pseudorealism; and (6) Period of decision/crisis, Alice J. Wexler's disenfranchised group, art promotes social change, identity

Art Brut and Outsider Artists

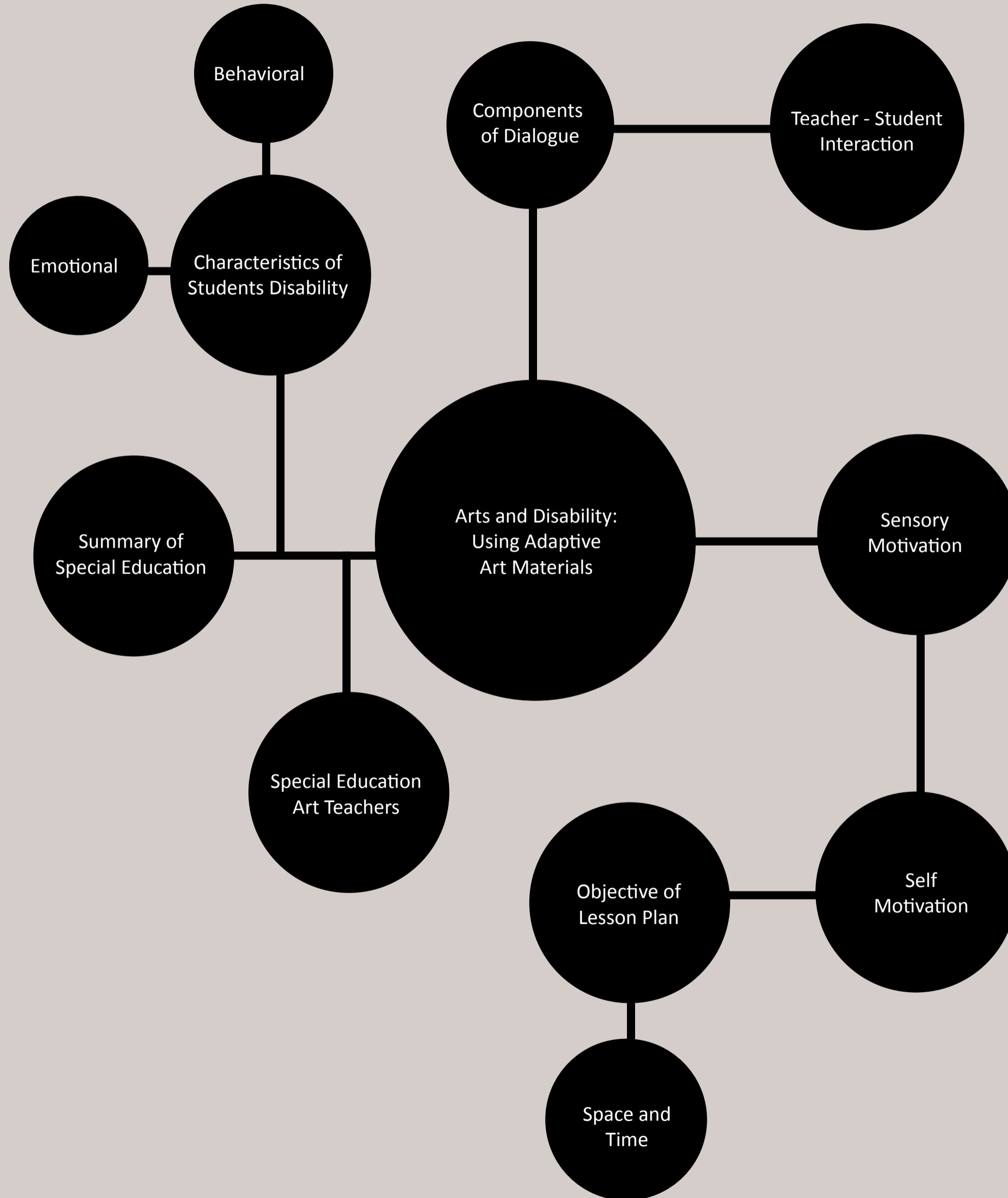
Dr. Prinzhorn's Einfühlung ("empathy"), Dr. Marton



CLASSIS



Debora Chae
Survey of Art Education
Mind Map



MIND MAP + ERIKA SCHROEDER

Why is it that some of the most creative and experimental moments in our lives end after we leave childhood? How do the spaces we inhabit in childhood support our playful interactions, and how can these be sustained into our adult lives?

ENVIRONMENTAL
PSYCHOLOGY

MOVEMENT
+
PLAY

MOVEMENT +
IT'S EFFECTS
ON
WELLBEING

MOVEMENT +
IT'S ROLE IN
EDUCATION

SPACE

COGNITIVE
SPACE

CLASSROOM
DESIGN

SPACIAL
DESIGN

PHYSICAL
SPACE

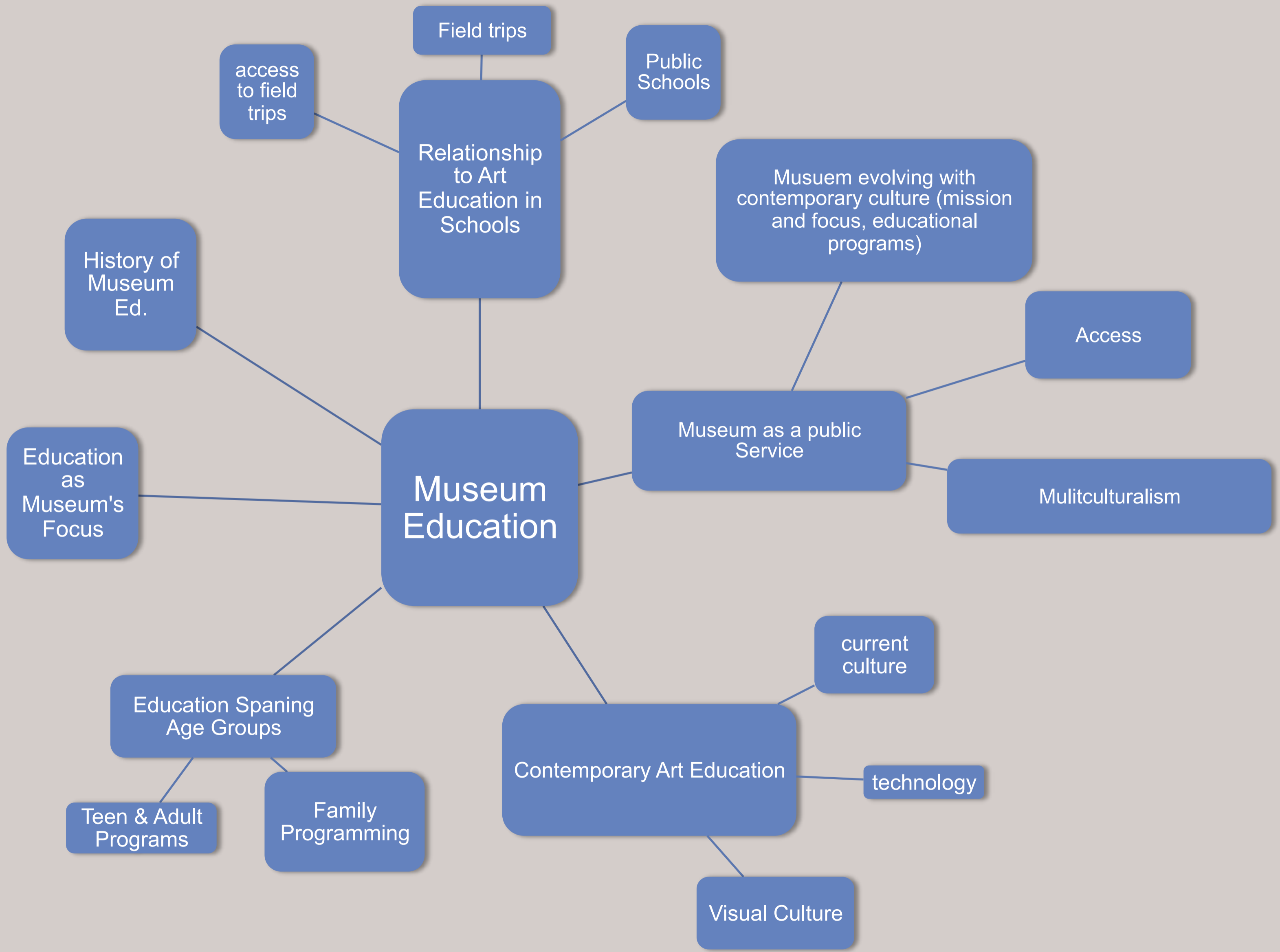
MOVEMENT +
PLAY IN THE
COLLEGE
ART STUDIO

MOVEMENT +
PLAY IN THE
EARLY CHILDHOOD
CLASSROOM

DOCUMENTING
MOVEMENT

AS
RESEARCH

AS
ART



Field trips

Public Schools

access to field trips

Relationship to Art Education in Schools

Musuem evolving with contemporary culture (mission and focus, educational programs)

History of Museum Ed.

Access

Education as Museum's Focus

Museum as a public Service

Multiculturalism

Museum Education

current culture

Education Spanning Age Groups

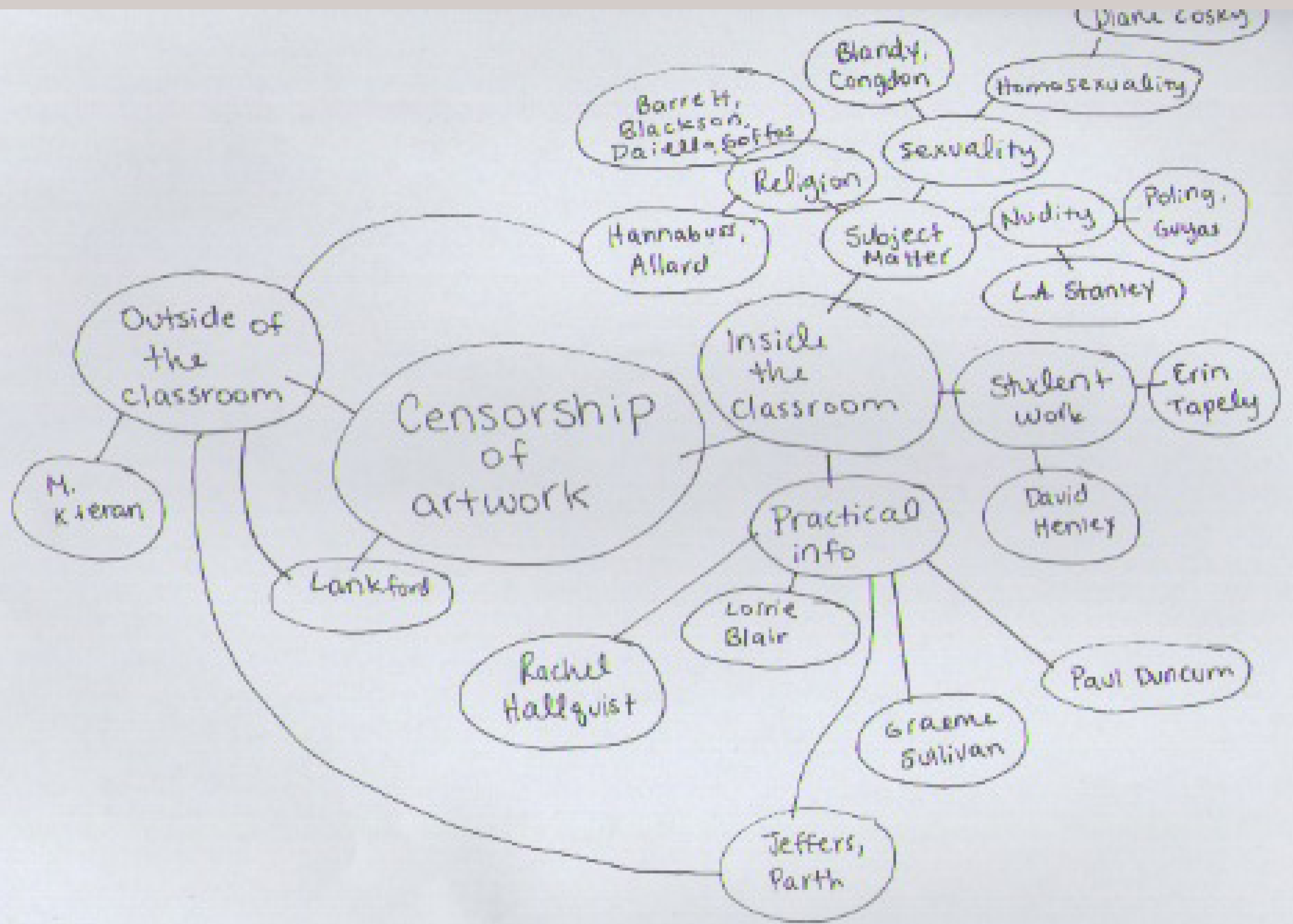
Contemporary Art Education

technology

Teen & Adult Programs

Family Programming

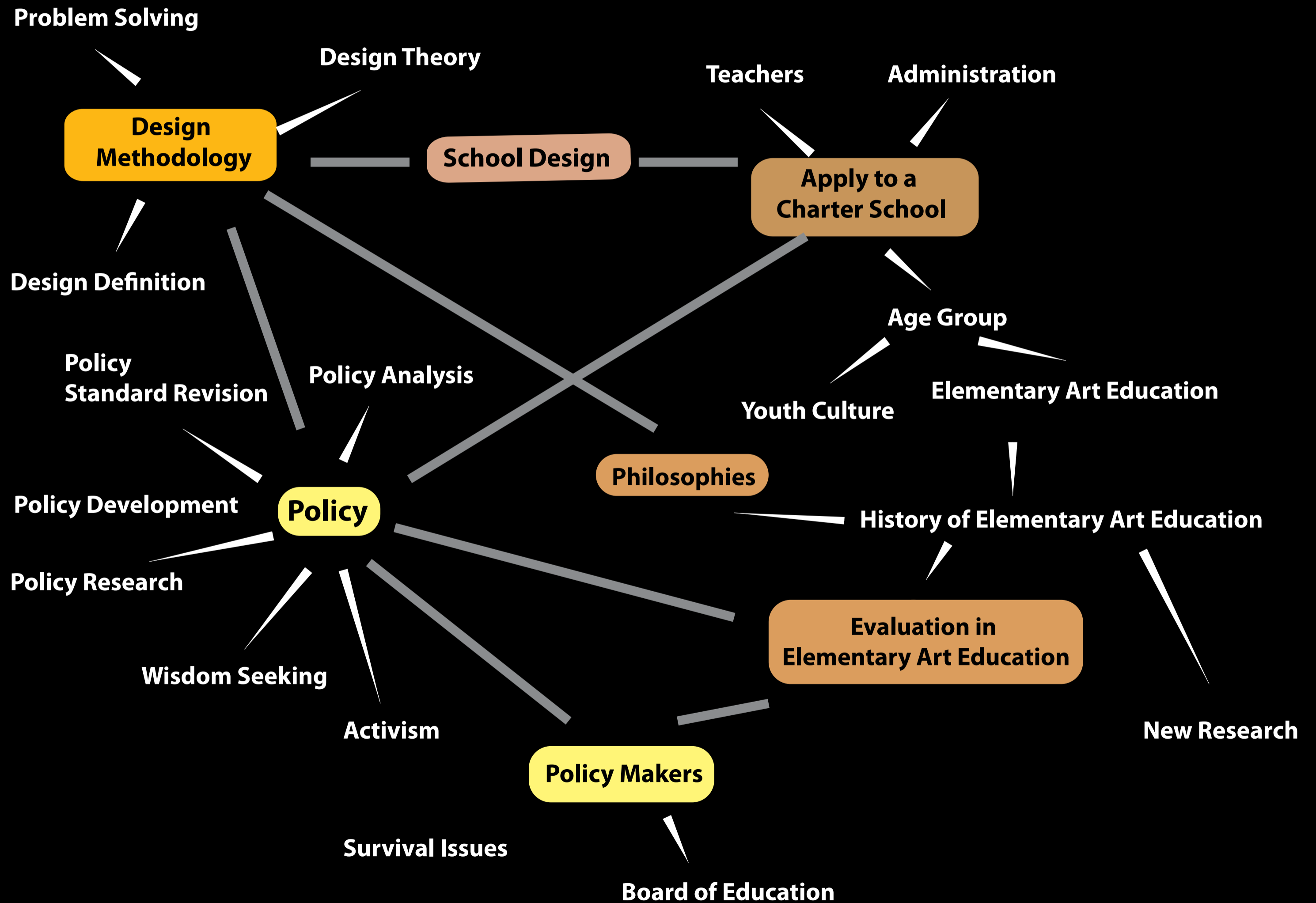
Visual Culture



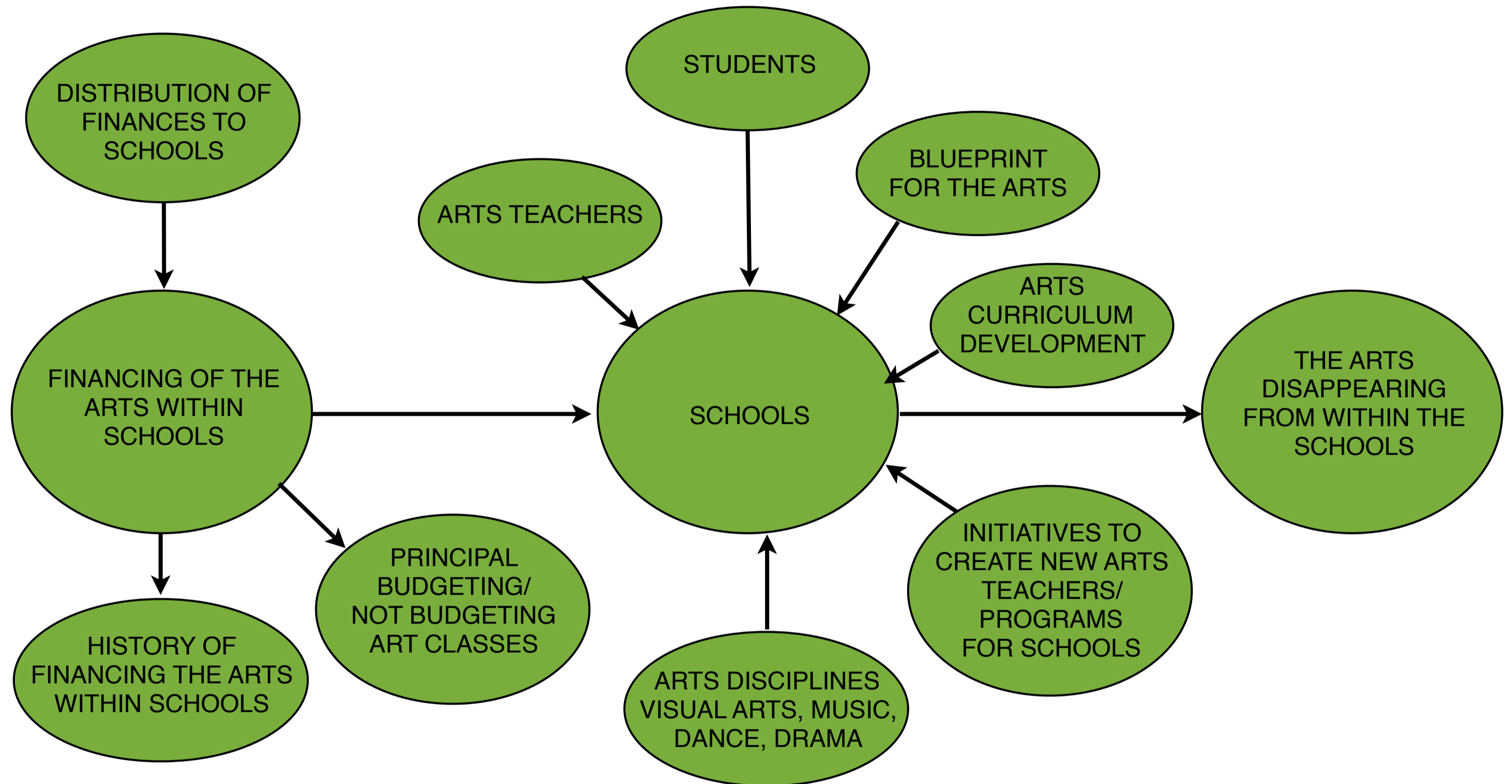
Brittany Miller

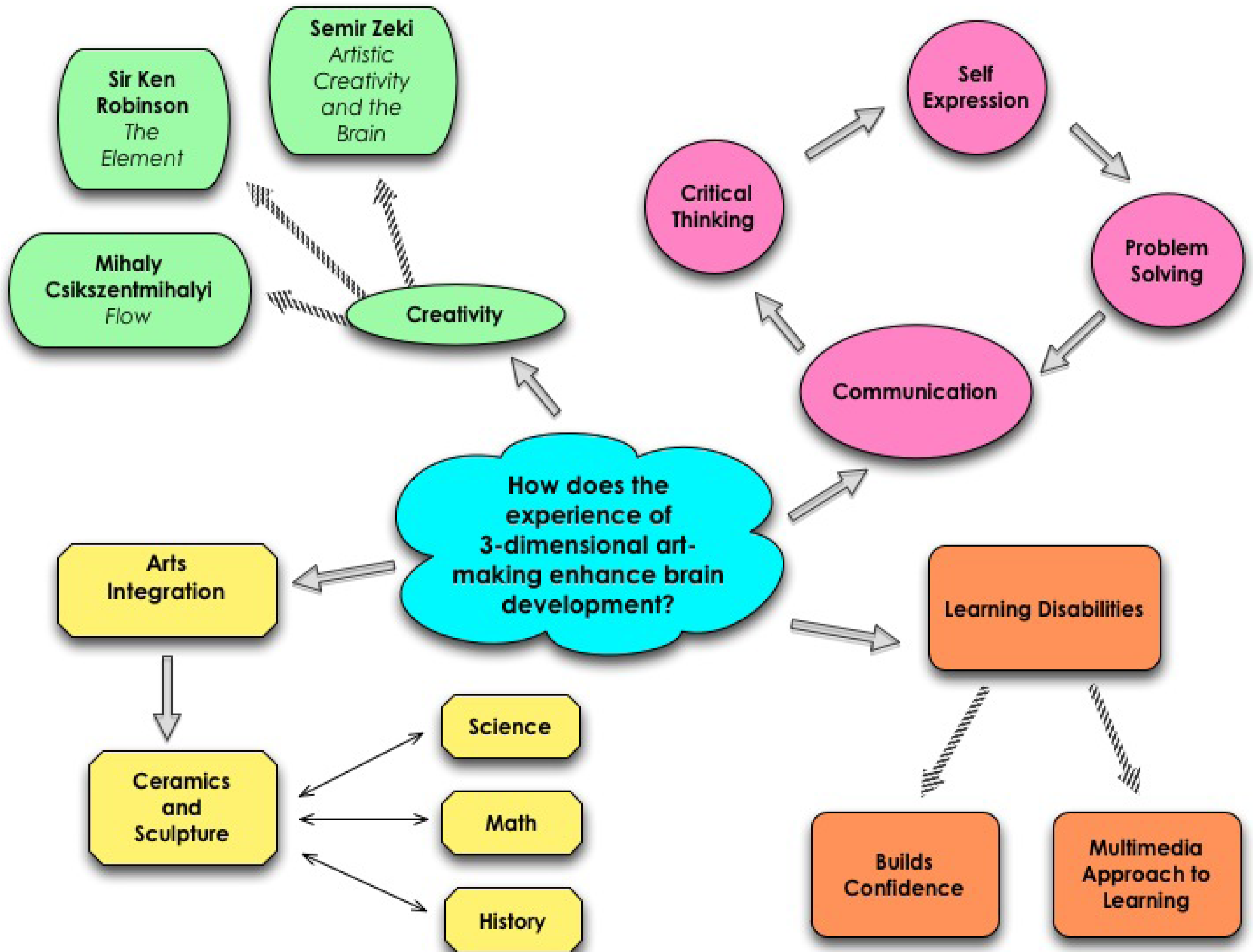


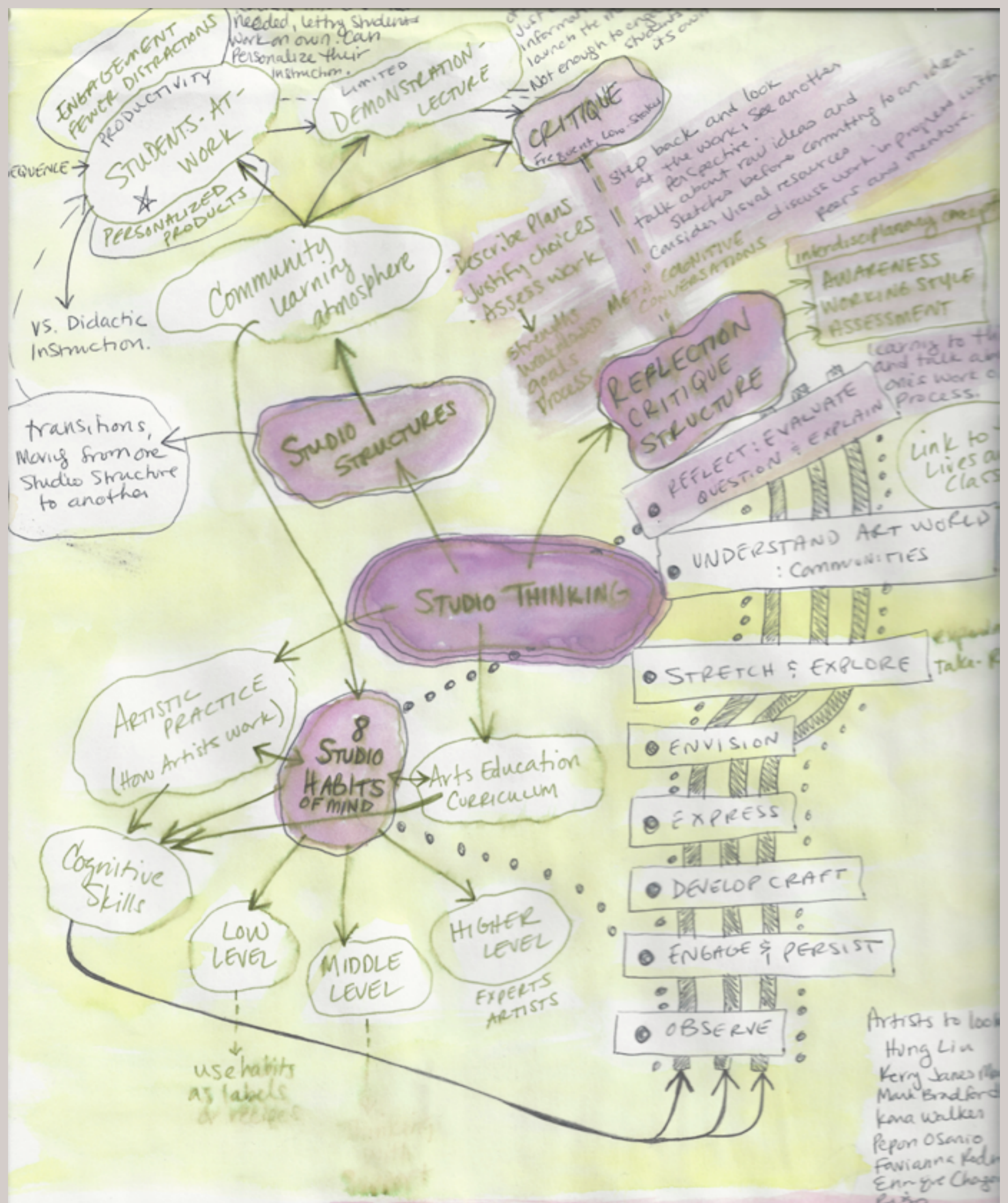
Mind Map



ARTS DISAPPEARING WITHIN THE SCHOOLS MIND MAP







- Artists to look at:
- Hong Liu
 - Kerry James Marshall
 - Mark Bradford
 - Kara Walker
 - Pepon Osator
 - Favianna Roldán
 - Emmye Chagnon
 - Rigo

"No matter which studio habits an artist uses at the start of a project, reflecting on them helps students find more possibilities within each habit while the artistic process itself pulls the budding artists to use more studio habits responsively." Lois Hetland - Engage at CCA engagestudiothinking.wordpress.com

