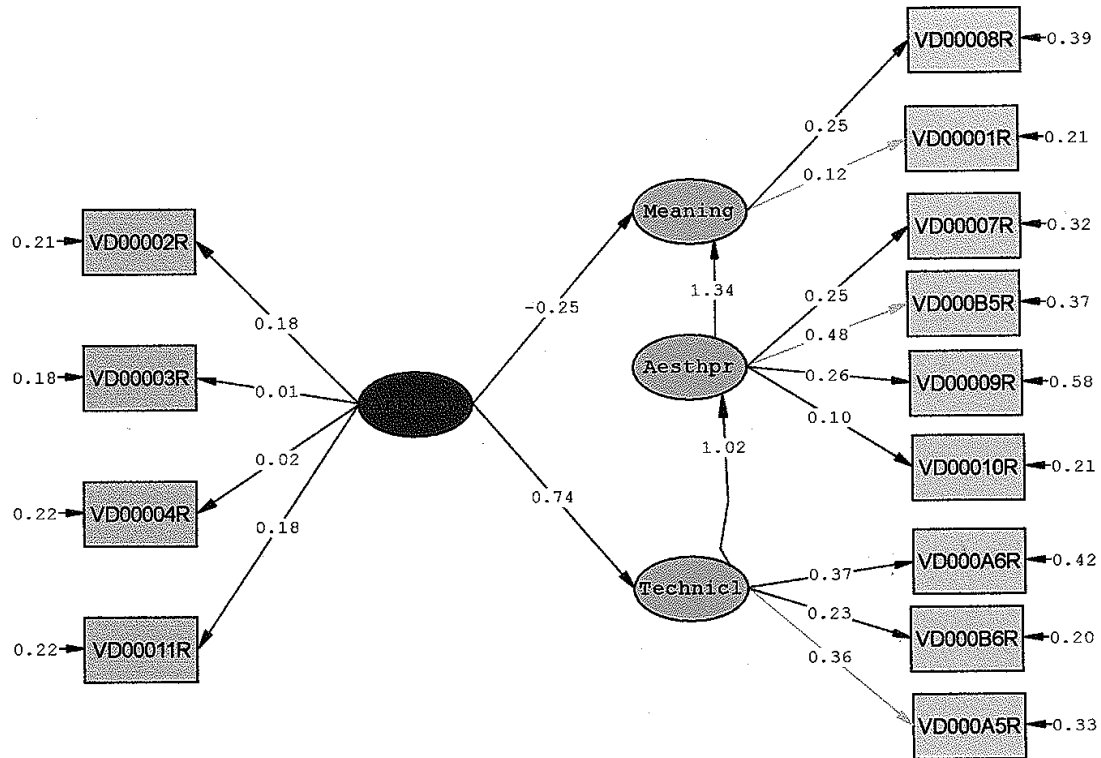


**THEN AND NOW:
PERSPECTIVES ON ART
LEARNING AND ASSESSMENT
FROM ART EDUCATION AND
LEARNING SCIENCES**

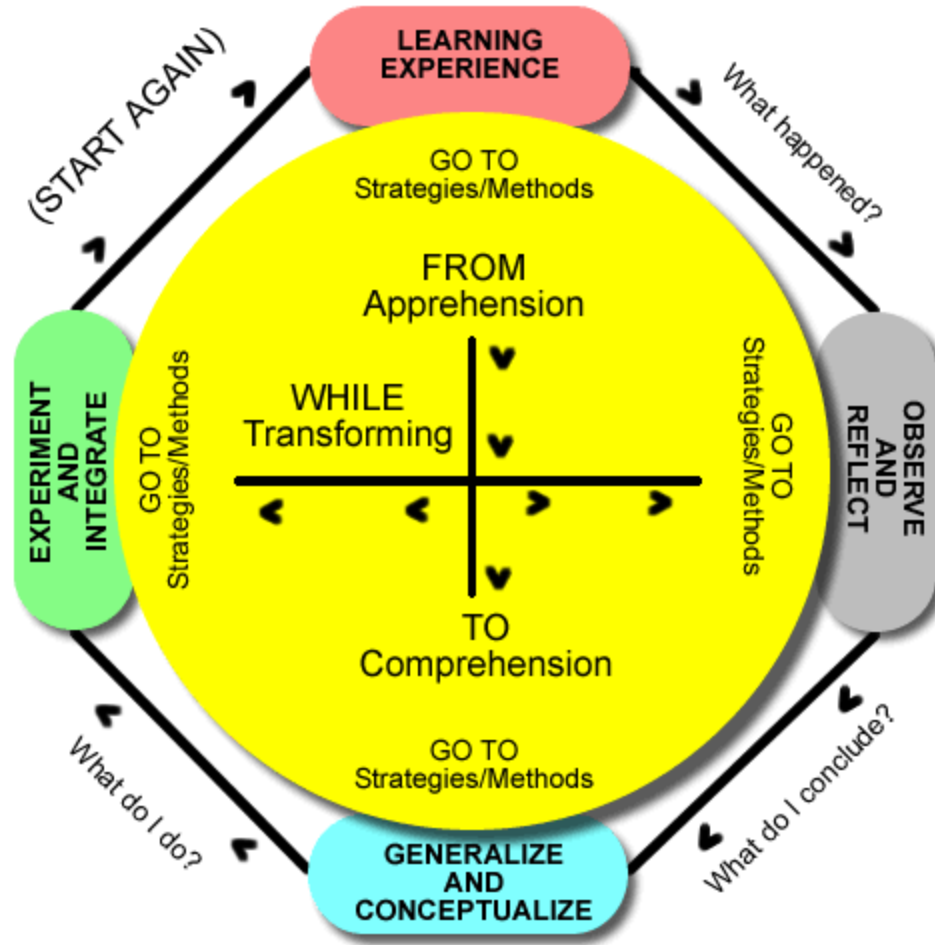
**READ DIKET, PH.D., WILLIAM CAREY
UNIVERSITY
"OVERLAYS VISUAL AESTHETICS,
NAEP, WITH NEUROSCIENCE"
NAEA 2013, FRIDAY 10:00**

NAEP 2008 INDICATES PATH OF ART LEARNING

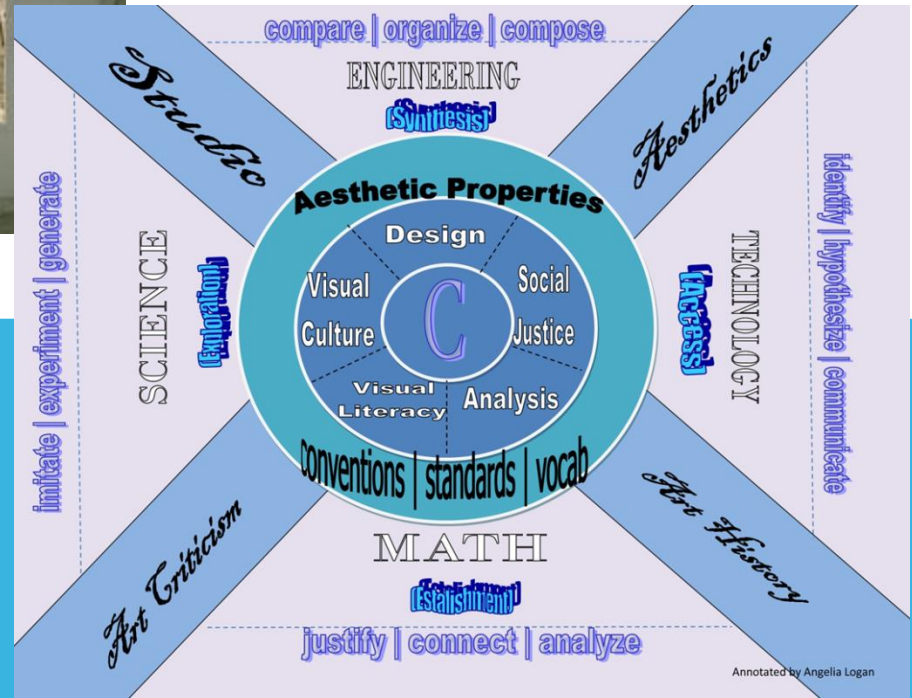


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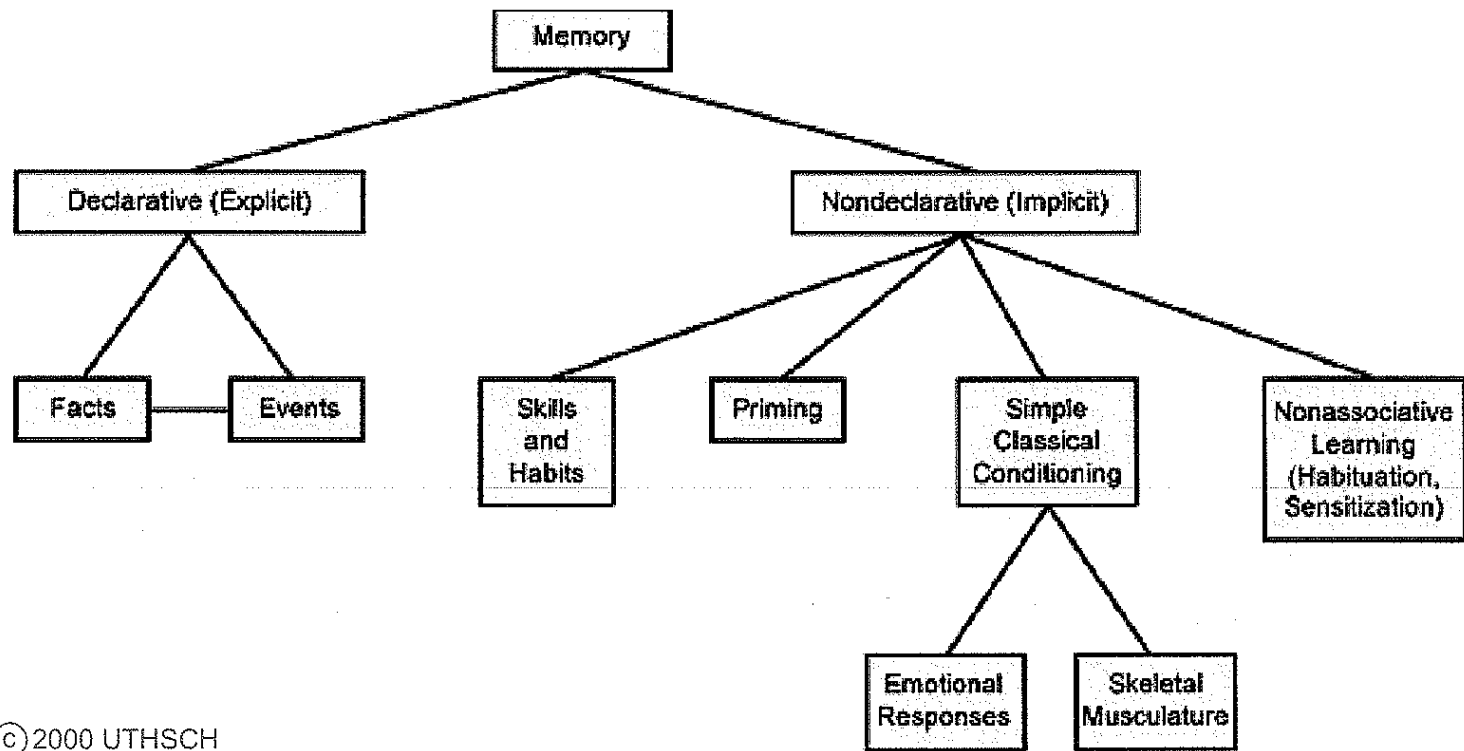
KOLB'S EXPERIENTIAL LEARNING MODEL




ANALOGY IN CURRICULUM DESIGN: CCC / STEM



MAPPING MEMORY AND KNOWLEDGE



LEARNING SCIENCE PROBLEM PRINCIPLES

- ANCHOR LEARNING TO LARGER TASK OR PROBLEM
 - SUPPORT THE LEARNER AS DEVELOP OWNERSHIP OF THE PROBLEM
 - TIE LEARNING TO AN AUTHENTIC TASK
 - DESIGN THE TASK TO REFLECT COMPLEX, REAL WORLD ENVIRONMENT
 - ENCOURAGE TESTING IDEAS AGAINST ALTERNATIVE VIEWS AND CONTEXTS
 - PROVIDE OPPORTUNITY FOR REFLECTION ON WHAT IS LEARNED AND WHY MIGHT BE MEANINGFUL
- 

PARALLEL IN NEUROSCIENCE FUNCTIONING

