

## SHANA CINQUEMANI

### ASSOCIATE PROFESSOR | DEPARTMENT HEAD | GRADUATE PROGRAM DIRECTOR

Rhode Island School of Design | Department of Teaching + Learning in Art + Design | [scinquem@risd.edu](mailto:scinquem@risd.edu)

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### EDUCATION

- PhD** Art History and Education, Major: Art and Visual Culture Education, Minor: Early Childhood Education, University of Arizona (2017).  
**MA** Art and Visual Culture Education, Emphasis: Museum and Community Education, University of Arizona (2011).  
**BA** Photography, Bard College (2005).

### PROFESSIONAL APPOINTMENTS IN HIGHER EDUCATION

**Rhode Island School of Design**, Department of Teaching + Learning in Art + Design

(2023 – present) Associate Professor

(2021 – present) Department Head + Graduate Program Director

(2018 – 2023) Assistant Professor

**Michigan State University**, College of Education

(2017 – 2018) Assistant Professor of Art Education

### PUBLICATIONS

- (chapter under review, book accepted for publication with chapter abstract). Potty talk is not allowed in school: Children's art and the myth of the innocent child. In H. Kaplan and C.M. Thompson (Eds.) *Postdevelopmental Approaches to Challenging Myths and Misconception in Early Childhood Art*. Bloomsbury.
- (2025). Shadow making. In S. Cinquemani, G. Badoni, E. Garber, & M. McClure (Eds.). *Transformative Motherscholarship and Art: Public Pedagogies of Childhood*. Bloomsbury.
- (2023). Togetherness in Early Childhood Art: Observation WITH Young Children. In M. Sakr & J. Roswell, and K. Sherbine (Eds.). *Postdevelopmental Approaches to Pedagogical Observation in Childhood*. Bloomsbury.
- (2022). Drawing alongside each other: A Covid-era tale of interdependence in sketchbooks in three scenes. *Visual Arts Research*, 48(2), 95, 42-54.
- (2022). Becoming nomadic: Playful Material Engagement in Art Curriculum. In M. Brooks & G. Lindsay (Eds.) [\*There's an Elephant in the Early Childhood Visual Arts Room: Visual Arts Curriculum and Pedagogy\*](#).
- (2020). Thinking alongside children: Explorations of Artistic Practice and Research in Early Childhood. *Art Education - The Journal of the National Art Education Association*, 73(6), 4-11. (Editorial). Co-authored with A. Kraehe.
- (2019). Working with children in the spaces between. In C. Schulte (Ed.), *Ethics and Research with Young Children: Personal Pedagogies*. Bloomsbury.
- (2018). Artistic encounters: Ethical collaborations between children and adults. In C. Schulte & C. Thompson (Eds.), *Communities of practice: Art, play, and aesthetics in early childhood*. Dordrecht: Springer.
- (2016). 'Kids know about art': Amplifying underrepresented voices in art museums through mentorship. *Visual Inquiry: Learning and Teaching Art*, 5(3), 379-392. Co-authored with C. Farrar and N. Reid.
- (2014). Entering the secret hideout: Fostering newness and space for art and play. *The Bankstreet College of Education Occasional Papers*, 31 ([\*Special Issue: Intersections of Art and Childhood\*](#)).
- (2014). "I look cool; he's dead now": Reconsidering children's violent play art. *Art Education - The Journal of the National Art Education Association*, 67(3), 13-18.
- (2010). Exploring racism through photography: An instructional resource. *Art Education - The Journal of the National Art Education Association*, 63(5), 44-51. Co-authored with C. Fey, C. Marino, and R. Shin.

### EDITORIAL WORK

- (2025) Co-Editor, *Transformative Motherscholarship and Art: Public Pedagogies of Childhood*. Bloomsbury Press.
- (2020) Co-Editor, Art in Early Childhood: Explorations of Practice and Research, Special Issue of *Art Education – The Journal of the National Art Education Association*, 73(6).

### PEER REVIEWED PRESENTATIONS (Regional\* National\*\* International\*\*\*)

- (2024) *Integrating Voluntary Sketchbook Drawing in the Elementary Art Classroom*. Rhode Island Art Education Association Convention, Cranston, RI. \*
- (2024) *Constructing Educational Possibilities: What Disability Art and Art Education Offer in Teaching Disabled Youth*. Co-presentation with R. Newport, J. Gabriel, L. Lewis, and C. Wolfgang. American Educational Research Association, Philadelphia, PA. \*\*
- (2024) *Redefining Rupture: Embracing Disturbance as Generative Early Childhood Art Education*. Panel presentation with H. Kaplan, G. Yu, and M. Chung. National Art Education Association Convention, Minneapolis, MN. \*\*
- (2024) *Transformative Artistic Collaborations: Making Art with Young Children and Their Caregivers*. Panel presentation with M. McClure Sweeny, L. Lewis, J. Combe, and M. Brady-Nelson. National Art

- Education Association Convention, Minneapolis, MN. \*\*
- (2024) *Classroom Poster Design: Collaborative Letterpress Printing for Justice, Advocacy, and Social Practice*. Co-presentation with K. Sansone, J. DeFrances, C. Gomes, and J. Bidon. National Art Education Association Convention, Minneapolis, MN. \*\*
- (2024) *Supporting Disabled Student Teachers in Navigating the Liminal Space Between Student and Professional*. Co-presentation with R. Newport, J. Gabriel, L. Lewis, and C. Wolfgang. National Art Education Association Convention, Minneapolis, MN. \*\*
- (2023) *Motherscholarship Fieldwork: Digital Making as Interdisciplinary Practice*. Panel presentation with H. Kaplan, G. Yu, and J. Cornwall. Art Education Research Institute Symposium, Tucson, AZ. \*\*
- (2023) *Un-Making Myths about Early Childhood Art Education and Children*. Panel presentation with H. Kaplan, G. Yu, and M. Chung. National Art Education Association Convention, San Antonio, TX. \*\*
- (2023) *Transformative Artmaking and Caregiving With Young Children Through Motherscholarship With the Scribble Squad*. Panel presentation with M. McClure Sweeny, G. Badoni, B. Hofsess, C. Thompson, L. Lewis, H. Park, M. Rhodes, & M. Brady-Nelson. National Art Education Association Convention, San Antonio, TX. \*\*
- (2023) *Perspectives on Community-Based Art Education For and With Young Children*. Co-presentation with M. McClure Sweeny. National Art Education Association Convention, San Antonio, TX. \*\*
- (2022) *Studio as Place: Reconsidering Myths of Children and Early Childhood Art Education*. Panel presentation with H. Kaplan, G. Yu, and M. Chung. Reconceptualizing Early Childhood Education Conference, Vancouver, Canada. \*\*\*
- (2022) *Transformative Artistic Collaborations: Making with Young Children and their Caregivers*. Panel presentation with J. Combe, L. Lewis, B. Hofsess and M. McClure Sweeny. Reconceptualizing Early Childhood Education Conference, Vancouver, Canada. \*\*\*
- (2022) *Post-Developmental Approaches to Early Childhood Art Education*. Panel presentation with M. Cabral and M. McClure Sweeny. National Art Education Association Convention, New York, NY. \*\*
- (2022) *Re-Imagining Elementary Art Curriculum: Voices from the Field*. Panel presentation with A. Perez, C. Miller, A. Antonelli, EK. Metsker, and D. Coutcher. National Art Education Association Convention, New York, NY. \*\*
- (2022) *Potty Talk is Not Allowed in School: Exploring Children's Interests, Drawing, and School Art*. National Art Education Association Convention, New York, NY. \*\*
- (2021) *Becoming Nomadic: Playful Material Engagement in Art Curriculum*. International Art in Early Childhood Symposium, Virtual. \*\*\*
- (2021) *Drawing Alongside Each Other: Sketchbook Encounters*. National Art Education Association Convention, Virtual. \*\*
- (2020) *Integrating Play into the Early Elementary Art Classroom*. Rhode Island Art Education Association Conference, Virtual. \*
- (2020) *Reimagining Children's Experiences in Art Museums*. National Art Education Association Convention. Minneapolis, MN. Co-presentation with M. Zanskas. \*\* [Presentation Accepted - Conference Cancelled due to Covid-19]
- (2020) *Fear and Loathing in the Early Childhood Art Class: Short Attention Spans and Other Myths*. National Art Education Association Convention. Minneapolis, MN. Panel presentation with H. Kaplan, K. Sunday, and C. Thompson. \*\* [Presentation Accepted - Conference Cancelled due to Covid-19]
- (2020) *Children at the Center of Art Education*. National Art Education Association Convention. Minneapolis, MN. Panel presentation with K. Chung, L. Hedrick, M. McQuarrie, and B. Stouffer. \*\* [Presentation Accepted - Conference Cancelled due to Covid-19]
- (2019) *The Scribble Squad: A portrait of young children's collaborative artmaking with families and caregivers*. National Art Education Association Convention. Boston, MA. Panel presentation with J. Combe, L. Lewis, M. McClure Sweeny, and M. Brady Nelson. \*\*
- (2019) *Exploring and Engendering Curricular Cross-Pollinations With Early Childhood Art*. National Art Education Association Convention. Boston, MA. Co-presentation with H. Kaplan. \*\*
- (2019) *Photographic stories of space: Depictions of the art classroom as a collaborative research practice*. National Art Education Association Research Pre-Conference. Boston, MA. \*\*
- (2019) *The Scribble Squad*. International Society for Education through Art, World Congress, Vancouver, Canada. Panel presentation with J. Combe, L. Lewis, M. McClure Sweeny, and M. Brady Nelson. \*\*\*
- (2018) *The possibilities of nomadic materials in early childhood art education* (hands on presentation). Rhode Island Art Education Association Conference. Providence, RI. \*
- (2018) *Merging theory and practice: Reflections from the art classroom*. Michigan Art Education Association State Conference. Kalamazoo, MI. \*
- (2018) *When truth is troubled: Inquiry, the visual arts, and qualitative research practices*. International Congress of Qualitative Inquiry. Champaign, IL. Panel presentation with H. Kaplan and K. Sunday. \*\*\*
- (2018) *Don't put this online: Thinking about ethics, respect, and technology in work with young children*. National Art Education Association Convention. Seattle, WA. \*\*
- (2018) *Knowledge construction across art education: Valuing voice from pre-school to grad school*. National Art Education Association Research Pre-Conference. Seattle, WA. Panel presentation with R.D. Bradshaw, B. Bergstrom, and R. Shipe. \*\*
- (2017) *Border onto-epistemologies: Considering materiality for reconceptualizing early childhood education*

- (panel presentation). Reconceptualizing Early Childhood Education Conference. Toronto, ON. Panel presentation with R. John, H. Kaplan, and K. Sunday. \*\*\*
- (2017) *Becoming responsive: Challenging dominant constructions of power and knowledge in early childhood art education* (Marilyn Zurmuehlen Working Papers Session). National Art Education Association Convention. New York, NY. \*\*
- (2017) *Fostering new spaces in early childhood art education: Nomadism, play, and collaboration*. National Art Education Association Convention. New York, NY. \*\*
- (2017) *Speed dating with theory: Shifting theoretical boundaries*. National Art Education Association Convention. New York, NY. Co-presentation with R.D. Bradshaw, B. Bergstrom, M. Pegno, R. Shipe, and A. Thwaites. \*\*
- (2016) *Moving beyond the hallway: Creating meaningful exhibitions of children's art*. Arizona Art Education Association Conference. Tucson, AZ. Co-presentation with S. Carton. \*
- (2015) *I wonder what that is? The curatorial voice of children*. National Art Education Association Convention. New Orleans, LA. Co-presentation with C. Farrar and N. Reid. \*\*
- (2015) *Educational aesthetics: A live journal*. National Art Education Association Convention. New Orleans, LA. Co-presentation with E. De la Rosa-Carillo and T. Quinn. \*\*
- (2015) *Image of the child-as-collaborator: The responsive educator as art-making partner* (panel presentation). National Art Education Association Convention. New Orleans, LA. Panel presentation with A. Coombs, A. Eckhoff, and M. McClure Sweeny. \*\*
- (2014) *Third space encounters: The early childhood art classroom as a site for fostering newness and resistance*. Reconceptualizing Early Childhood Education Conference. Kent, OH. \*\*\*
- (2014) *Educational aesthetics: Conversations about educational design and effective teaching practice*. National Art Education Association Convention. San Diego, CA. Co-presentation with E. De la Rosa-Carillo and T. Quinn. \*\*
- (2014) *Running from the volcano: Third space pedagogy and young children's play art*. National Art Education Association Convention. San Diego, CA. \*\*
- (2013) *They're awesome, they're cool, they're in the sky!: Children's violent digital media*. National Art Education Association Convention. Fort Worth, TX. \*\*
- (2013) *Emerging conversations: Building community, fostering collaboration, and improving practice*. National Art Education Association Convention. Fort Worth, TX. Co-presentation with R.D. Bradshaw, E. De la Rosa-Carillo and T. Quinn. \*\*
- (2012) *Interactive-affective relations of early childhood*. Reconceptualizing Early Childhood Education Conference. State College, PA. Panel presentation with A. Coombs and M. McClure Sweeny. \*\*\*
- (2012) *Exploring children's digital photography*. National Art Education Association Convention. New York, NY. \*\*

### **PROFESSIONAL SERVICE TO THE FIELD**

#### **Editorial Board Positions**

- (2023 - present) Inaugural Editorial Review Board Member, *Childhood Art: An International Journal of Research*.  
 (2019 – 2022) Associate Editor, *International Journal of Education and the Arts*.  
 (2017 – 2020) Editorial Review Board, *Art Education*.

#### **Leadership**

- (2020 – 2022) Past-President, *Early Childhood Art Educators Issues Group*, National Art Education Association.  
 (2018 - 2020) President, *Early Childhood Art Educators Issues Group*, National Art Education Association.  
 (2016 - 2018) President-Elect, *Early Childhood Art Educators Issues Group*, National Art Education Association.  
 (2012 - 2013) Co-Chair & Co-Founder, *Emerging Conversations Symposium*, University of Arizona.  
 (2011 - 2013) Co-President, *National Art Education Association Student Chapter*, University of Arizona.

#### **Journal Review Board Guest Positions**

- (2025) *Art Education*.  
 (2024) *Visual Arts Research*.  
 (2021) *Journal of Curriculum and Pedagogy*.  
 (2018) *Multicultural Perspectives: The Official Publication of the National Association for Multicultural Education*.  
 (2017) *Elliot Eisner Doctoral Research Award in Art Education*.  
 (2014) *Collective Unraveling's of the Hegemonic Web: Movement, Place, and Story*, 14<sup>th</sup> Annual Curriculum & Pedagogy Conference Proceedings Book.  
 (2013) *The Bank Street Occasional Papers*, Special Issue: Intersections of Art and Childhood.

#### **Conference Proposal Review Board Positions**

- (2016 – 2025) *National Art Education Association National Convention*, *Early Childhood Art Education Interest Group*, National Conference  
 (2014) *Reconceptualizing Early Childhood Education Conference*, *Theme - Spaces of Resistance: Histories and Futures*, International Conference.

#### **Professional Organizations Positions**

- (2024 – present) Treasurer, *Early Childhood Art Educators Issues Group*, National Art Education Association

[National].

(2021 - present) Higher Education Liaison, *Rhode Island Art Education Association* [State].

(2022 – 2024) Secretary/Membership Coordinator, *Early Childhood Art Educators Issues Group*, National Art Education Association [National].

(2018 - 2019) Regional Liaison, *Michigan State Art Education Association* [State].

(2014 - 2016) Secretary, *National Art Education Association, Early Childhood Art Educators* [National].

(2009 - 2011) Treasurer, *National Art Education Association Student Chapter*, University of Arizona [State].

#### **Invited Guest Lectures**

(2020) *Teacher Research in Early Childhood Art Education*, University of Dayton, College of Arts + Sciences.

(2019) *Fostering New Spaces in Early Childhood Art Education*, University of Arizona, College of Fine Arts.

(2018) *Explorations in Artmaking with Young Children*, University of Arizona, College of Fine Arts.

### **INSTITUTIONAL SERVICE**

#### **Rhode Island School of Design**

(2021 – present) Department Head + Graduate Program Director, TLAD.

(2021 – present) Secretary, Full Time Faculty Association (21/22 + 24/25 - contract negotiation years).

(2021 - present) Project Open Door Advisory Board, Committee Member.

(2021 – present) K-12 Engagement Committee Member, Center for Community Partnerships.

(2024 – 2025) Full Time Faculty Search, TLAD.

(2021 – 2022) Community Engagement Committee Member, Center for Community Partnerships.

(2021 – 2022) Full Time Faculty Search, TLAD.

(2020 – 2021) John R. Frazier Award for Excellence in Teaching, Committee Member.

(2020 – 2021) Ad Hoc Faculty Group – Responding to RISDarc (Anti-Racist Student Coalition) Demands.

(2019 – 2020) Instruction + Curriculum Committee Member.

(2018 – 2019) General Education Committee Member.

#### **Michigan State University**

(2017 – 2018) Art Area Leader, College of Education.

(2017 – 2018) College of Education, Annual Art Exhibition Planning Committee.

### **COMMUNITY ENGAGEMENT**

#### **Professional Development for Educators**

(2025) Early Childhood Art Education in Action: [Stories from the Field](#). National Art Education Association Webcast Series. Presentation with Gigi Schroeder Yu, Mary Geiser, and Helen McDonald.

(2022) Cultivating Drawing in the Early Childhood Classroom: The Role of Materials and the Environment.

National Art Education Association Webcast Series, [Materials and Spaces in Early Art Education](#). Presentation with Dr. Kristine Sunday.

(2019) *The Art Museum + Young Children*. RISD Museum, Teachers' Lounge. Providence, RI.

(2019) *Designing Meaningful Engagements with Artwork* [collaboration with Teaching and Learning in Art and Design MA students]. RISD Museum, Teachers' Lounge. Providence, RI.

(2016) *Early Childhood Art Museum Education: Thoughts, Practices, and Musings*. Tucson Museum of Art, Docent Training Workshop. Tucson, AZ.

#### **Local Service (Advisory Boards, Committees, Panels)**

(2024 – present) Association of Independent Colleges and Universities, Teacher Education Leadership Group.

(2021 – present) Rhode Island Association of Colleges for Teacher Education, Working Group.

(2021 – present) Hopkins Hill Elementary School, PTO {2022 – 2024 President, 2024 - 2026 Vice President}.

(2019 – present) Rhode Island Department of Education, Educator Preparation Program (EPP) Group.

(2024) Providence Public School District, Fine and Performing Arts Curriculum Redesign Working Group.

(2021 - 2022) Congressman Jim Langevin's (RI-02) Education Advisory Committee.

(2018 – 2020) Rhode Island Higher Education Partnership and Placement Consortium.

#### **Curatorial Experience**

(2014) *Wildcat Kids Art*, Co-Curator, Graduate and Alumni Gallery, University of Arizona, Tucson, AZ.

(2009) *Picturing the Process: The Photograph as Witness*, Lead Curator, Museum of Photographic Arts, San Diego, CA

(2008) *Writing with Light: Youth Exhibition*, Co-Curator, Museum of Photographic Arts, San Diego, CA

(2008) *Picturing the Process: Portraiture Through the Lens*, Co-Curator, Museum of Photographic Arts, San Diego, CA

### **EXTERNAL RESEARCH + CONSULTING**

(2023 – present) **Early Childhood Art Education Curriculum and Pedagogical Consultant**

Working so far with two pre-schools in Rhode Island, as a curriculum and pedagogical consultant I design

and lead art programs for young children (ages 2-4). Through this work, I am able to offer quality visual art classes for young children that is grounded in contemporary theory in the field, as well as provide teachers/schools with models for their own work and help to grow early childhood art programs around the state. This work blends both theory and practice in early childhood art education, as well as teacher professional development.

(2022 – present) **Founder/Director, Mini Makerz Art Studio**

This program provides access to arts classes for young children (0-8 years old) and their families. These classes are free and only available for children who attend preschools and public/charter elementary schools in Providence, Pawtucket, Woonsocket, and Central Falls and Title I elementary schools in RI. This program expands the reach of Project Open Door @ RISD to serve younger communities and families and serves a gap in access for this audience.

(2022 – 2025) **Preschool Art Curriculum Content Area Leader, [Great First Eight Curriculum Project](#)**

Developed by renowned researchers, teachers, and other experts, the Great First Eight Curriculum is a groundbreaking, full-day, open educational resource (OER) curriculum for children birth through eight. Designed for classrooms with a number of children from historically underrepresented racial and ethnic backgrounds, Great First Eight provides children with the education they need to thrive and create a more just and caring society.

### **BIBLIOGRAPHY + CITATIONS OF WORK**

- Berry, A. (2019). Sympoetics of place and the red dust of India. *Journal of Childhood Studies*, 13-27.
- Bertling, J. G., & Moore, T. C. (2021). The US K–12 art education curricular landscape: A nationwide survey. *Studies in Art Education*, 62(1), 23-46.
- Blue, L., & Girak, S. (2024). Children's Voices: Making Children's Perspectives Visible in Gallery Spaces. In *Propositions for Museum Education* (pp. 187-197). Intellect.
- Chung, K. D. (2022). Flourishing together like a troupe of dancers in the early childhood art space. *Journal of Childhood Studies*, 47(2), 1-19.
- Chung, K. D. (2021). Early childhood educators' dialogical engagement in an artmaking space (Doctoral dissertation, University of British Columbia).
- Cun, A. (2024). Understanding heritage language learning of early elementary children from Chinese immigrant backgrounds through children's drawings. *Diaspora, Indigenous, and Minority Education*, 1-16.
- Donison, L., Raby, R., Waboso, N., Sheppard, L. C., Grossman, K., Harding, E., & Myatt, H. (2024). 'I'm going to call my friend to join us': connections and challenges in online video interviews with children during COVID-19. *Children's Geographies*, 22(1), 134-148.
- Duncum, P. (2017). A critical review of the postmodern implosion of fine art and popular visual culture in art classrooms. *The Palgrave Handbook of Global Arts Education*, 533-545.
- Hochtritt, L. (2023). Creating Spaces to Support Difficult Dialogues. *Cultivating Critical Conversations in Art Education: Honoring Student Voice, Identity, and Agency*, 16.
- J. T. (2018). Art as Social Practice: Imitation, Collaboration and the Calling of the Unforseen. *Journal of Childhoods and Pedagogies*, 1(3).
- Kaplan, H. (2023). Education as Affective: Making Visual Journals during the COVID-19 Pandemic. *Journal of Cultural Research in Art Education*, 40(1).
- Kaplan, H. (2023). Tracing images of precarity: Sketching, mourning, and a relational making practice. *Visual Arts Research*, 49(2), 34-51.
- Kaplan, H. (2021). Framing precarity through images of the grievable life of children. *Studies in Art Education*, 62(4), 325-338.
- Kaplan, H. (2019). Border materials, early childhood art education, and the ontological persistence of American flexibility. *Studies in Art Education*, 60(2), 120-131.
- Lim, K., & An, S. (2024). Portrait Making of Indigenous Women and Women of Color Suffragists and Me. *Antiracist Research on K-12 Education and Teacher Preparation: Policy Making, Pedagogy, Curriculum, and Practices*, 121.
- Manokore, K., Sibanda, I., Shava, G., Mangena, A., Muzari, T., Sibanda, Z., & Mkwelie, N. (2023). Integrating Child Art as a Pedagogical Strategy for Teaching Science, Technology, Engineering and Mathematics at Early Childhood Development Level in Bulawayo Central District, Zimbabwe. *British Journal of Multidisciplinary and Advanced Studies*, 4(5), 1-20.
- Meeken, L. (2022). Critical sensitivity in digital place-craft to unsettle settler sentiments of place. *Marilyn Zurmuehlen Working Papers in Art Education*, (1).
- McClure, M. (2021). SQUAD art studio: An alternative community-based multisite Saturday art lab school for negotiating theory and practice in early childhood art education with preservice art educators and digital media. *Studies in Art Education*, 62(4), 339-355.
- Park, H. (2022). Adult-child sketchbook drawings and the third-site pedagogy. *Visual Arts Research*, 48(2), 55-61.
- Presto, E. (2023). Visual Literacies and Young Children's Writing: Creating Spaces for Young Children's Voices and Engaging in Authentic Writing Experiences (Doctoral dissertation, Old Dominion University).
- Reid, N. S. Embracing between: An exploration of a biracial art educator identity. *The Intersectionality of Critical Identities in Art Education*, 272.
- Reyes, S. (2023). [Re] conceiving art pedagogy: Delivering creative community through reciprocal mentoring

- (Doctoral dissertation, University of Illinois at Urbana-Champaign).
- Russell, A. C., & Diaz, N. D. (2013). Photography in social work research: Using visual image to humanize findings. *Qualitative Social Work*, 12(4), 433-453.
- Salinde, W., & Kadhila, N. (2020). Challenges facing Pre-Primary Mobile School Teachers in the teaching of Arts Education: A case study of the Kunene Region of Namibia. *Journal for Studies in Humanities and Social Sciences*, 9(1&2), 81-97.
- Saracho, O. N., & Spodek, B. (Eds.). (2020). *Handbook of research on the education of young children* (p. 462). New York, NY: Routledge.
- Sickler-Voigt, D. C. (2019). *Teaching and learning in art education: Cultivating students' potential from pre-K through high school*. Routledge.
- Smith, B. E. (2020). Being Against Disappearance: a photographic inquiry through an a/r/tographic lens (Doctoral dissertation, University of British Columbia).
- Song, B. (2022). Art as radical act: Teenagers revisit identity, diversity, and social justice through contemporary art. *Multicultural Perspectives*, 24(2), 105-114.
- Thompson, C. M. (2020). Repositioning the visual arts in early childhood education: Continuing reconsideration. In *Handbook of research on the education of young children* (pp. 233-254). Routledge.
- Tumanyan, M., & Huuki, T. (2020). Arts in working with youth on sensitive topics: A qualitative systematic review. *International Journal of education through art*, 16(3), 381-397.
- Vakil, S., Reith, A., & Melo, N. A. (2023). Jamming power: Youth agency and community-driven science in a critical technology learning program. *Journal of Research in Science Teaching*, 60(8), 1723-1754.

### **GRANTS + AWARDS + NOMINATIONS**

- (2023) *Professional Development Fund Award*, Mini Makerz Art Studio, Rhode Island School of Design
- (2022) *Community Research + Creative Support Grant*, Mini Makerz Art Studio, Center for the Study on Childhood Art, University of Arkansas.
- (2016) *Outstanding Graduate Teaching Assistant*, School of Art, University of Arizona
- (2014) *Medici Scholar Award*, Study Tour in Reggio Emilia, Italy, University of Arizona
- (2011 – 2014) *Endowed Appleton/Potter Fund for Art Education Travel Grant*, University of Arizona
- (2009 – 2016) *Graduate Tuition Scholarship*, University of Arizona
- (2009 – 2015) *Misto-Ertz Scholarship*, University of Arizona
- (2009 – 2010) *Graduate Fellowship Grant*, University of Arizona
- (2008) *San Diego Fine Arts Society for Museum Exhibition of the Year* (Nomination)

### **HIGHER EDUCATION TEACHING EXPERIENCE**

#### **Rhode Island School of Design (2018 – 2023) | Associate Professor**

##### **Courses Taught:**

- Artist/Teacher in Schools
- Artist + Designer as Teacher (*new course/syllabus written*)
- Colloquium: Contemporary Practices in Arts Learning
- Community Based Art + Design Education: Teaching for Social Justice in POD (*new course/syllabus written*)
- Context, Content, & Practices in Art + Design Education
- Critical Investigations in Arts Learning
- Curriculum Development for Elementary Visual Arts Learning (*new course/syllabus written*)
- Lab School: Learning Through Art + Design
- Mapping Visual Arts Learning
- Student Teaching in Elementary Schools
- Thesis Research

##### **Guest Critic:**

- Spring 2022* - NCSS Innovation Studio
- Fall 2018* - TLAD Collegiate Teaching: Preparation + Reflection

##### **TLAD MA Thesis Committees Chair:**

Christopher Beaudoin (2025), Julius Cavira (2024), Xiao Guo (2025), Claire Meagher (2025), Emily Van Heusen (2025), Margaret McCollough (2023), Cristiane Caro (2022), Suyu Chen (2022), Kaitlyn Cirielli (2022), Anqi Gu (2022), Bridget Provan (2022), Feifei Shen (2022), Natalia Spritzer (2022), Phoebe Strobino (2022), Yuquing Tong (2022), Taylor Varnado (2022), Li Yang (2022), Jun Yuchi (2022), Shixin Zhao (2022)

##### **TLAD MA Thesis Committees Advisor/Reader:**

Keara McHaffie (2025), Bel Weiss (2024), Mei Zheng (2024), Santrupthy Das (2022), Brittney Coppick (2022), Zheng Yao (2021), Jialu Gao (2021), Melissa St Pierre (2020), Augusta Milberg (2019), Ren Hanbin (2019)

#### **Michigan State University (2017 – 2018) | Assistant Professor of Art Education**

##### **Courses Taught:**

- Introduction to Arts in the Classroom

Internship in Teaching Diverse Learners I  
Internship in Teaching Diverse Learners II  
Reflection and Inquiry in Art Education Teaching Practice I  
Reflection and Inquiry in Art Education Teaching Practice II

**University of Arizona (2009 – 2017) | Instructor of Record + Graduate Teaching Assistant**

*Courses Taught:*

Children's Art and Visual Culture  
Foundations of Art and Visual Culture Education  
Teaching Art and Visual Culture: Wildcat Art Saturday Lab School  
Theories of Children's Art

**CLASSROOM TEACHING EXPERIENCE**

**IDEA School, Tucson AZ (2014 – 2017)**

Creative Arts Collaborator, Elementary School  
Documentation Specialist, Elementary School

**Great Expectations Academy, Sahuarita, AZ (2012)**

Art Teacher, Elementary and Middle School

**Wildcat School of Art (Saturday Morning Lab School), University of Arizona, Tucson, AZ (2010 – 2014)**

Art Educator, Early Childhood – Pre-K and Kindergarten  
Art Educator, Elementary – Third and Fourth Grades

**Abigail Lundquist Botstein Nursery School, Annandale on Hudson, NY (2003)**

Assistant Teacher, Preschool

**MUSEUM TEACHING EXPERIENCE**

**Tucson Museum of Art, Tucson, AZ**

Arts Educator, *Learn English and Make Art Program* (Spring 2017)  
Summer Arts Program Instructor (Summer 2014)  
Volunteer, Education Department (Summer 2010 & Summer 2011)

**University of Arizona Museum of Art, Tucson, AZ**

Art Sprouts Educator, Education Department (Spring/Summer 2014)  
Graduate Intern, Education Department (Fall 2010)

**Tubac Center of the Arts, Tubac, AZ**

Summer Arts Program Instructor (Summer 2013)

**Center for Creative Photography, Tucson, AZ**

Museum Educator (August 2009 – December 2011)

**Museum of Photographic Arts, San Diego, CA**

Outreach & Educator Programs Manager (July 2008 – August 2009)  
Outreach, Intern, & Volunteer Program Manager (November 2006 – July 2008)  
Contract Educator (September 2006 – November 2006)

**EXHIBITIONS**

*Unity Flag Project*, Neil Britton Art Gallery, Virginia Wesleyan University, Virginia Beach, VA (2020).

*Unity Flag Project*, Belmont University, 2020 US Presidential Debate, Leu Center for the Visual Arts, Nashville, TN (2020).

A/R/T: Artists/Researchers/Teachers. Kachina Gallery, University of Arizona, Tucson, Arizona (2013).

AVCE. Lionel Rombach Gallery, University of Arizona, Tucson, Arizona, (2010).

*Inspiration Move Me Brightly*. Bard College, Annandale-on-Hudson, New York, (2005).

**PROFESSIONAL AFFILIATIONS**

National Art Education Association (NAEA)

*NAEA Sub Groups:*

- > Early Childhood Art Educators
- > Choice Based Art Educators
- > Higher Education Division
- > Elementary Division
- > Caucus on Social Theory in Art Education

Rhode Island Art Education Association

