What Does SMART Stand for?

Student-centered,
Multicultural,
Active,
Real-world,
Teaching
Focus curriculum development on the New York State Learning Standards.

Use computer literacy and other technology to enhance learning.

Link the curriculum to the real world.

Use equity-based teaching strategies to help all children to succeed.

Use inquiry-based teaching.

Use inquiry-based applications.

Diversity

Learning Standards

Inquiry

Technology

Real World Applications
All academic year and Summer Institute activities are infused with these principles.

These principles are reflected in the professional development and teaching of Project SMART teachers.
Attention to these Principles helps all Students to learn And grow

We believe Students will Come to value Diversity, Computer Literacy, Real world Connections, Inquiry, and the NYS Learning Standards
SMART WEBSITE

www.oswego.edu/prosmart
What Does it Look Like?

Culture of Inquiry

Project SMART Culture

Collaborative  Sustained  Contextual  Research Based  Inclusive
SMART 2011: Social Justice Through the Arts

Technology’s role in Social Justice Activism
Approaches to Arts and Social Justice

• Studying artists’ work
• Studying artists’ lives and activism
• Studying arts expression in social justice movements
• Engaging students in activist arts
• Enhancing learning through arts based education
• Developing critical thinking/literacy through engagement with arts
Studying artists’ work

Do women have to be naked to get into U.S. museums?

Less than 3% of the artists in the Met. Museum are women, but 83% of the nudes are female.

Engaging Students in Arts

Dream Yard Project: http://www.dreamyard.com
The largest arts education program in the Bronx, Dream Yard provides in-and-out of school art education, with a commitment to social justice. In their work, participants collaborate in art projects that are community based and aimed at building social consciousness.
Studying artists’ lives and activism: Judith Baca, Los Angeles artist activist, engages high school students in Chicana Mural Project. Read about her work and view images at www.sparcmurals.org
Engaging Children in Arts

*100,000 Dreams by Kang*: Drawings by South Korean Children were matched by drawings by North Korean Children and installed in a vinyl tube in a DMZ between the 2 countries.

*The Fundred Dollar Project*: Children across the US create Fundred Dollars to go to Washington DC to raise real funds to clean lead from New Orleans soil.

*Resources*

**Chicano Space**: http://mati.eas.asu.edu:/ChicanArte/index.html

This website is posted by the Hispanic Research Center at Arizona State University. It features art images, analysis, and biographical information, as well as lesson plans of artists.
The Feminist Art Project, Rutgers University:  http://feministartproject.rutgers.edu/
This site is a constantly updated resource of history and images of feminist art.

Facing History and Ourselves:  http://www.facinghistory.org/
This project uses new media to engage youth from middle school through college in studying history connected to issues in our world today.

Independent Television Services:  http://www.itvs.org/
ITVS provides many programs for all ages on topical social justice issues from diverse perspectives.

Playing for Change:  Musicians from around the world collaborate on this song, displayed on Youtube.

References:

From teaching technology to using technology to enhance student learning: Preservice teachers’ changing perceptions of technology infusion. *Journal of Technology and Teacher Education.* 9(1), 105-127.