

Abstract

This study investigated the perspectives and attitudes of twenty K-8 non-art teachers in the southeastern United States who participated in a five-month visual art professional development (PD) workshop series for art integration, known as STEAM (Science, Technology, Engineering, Arts, and Mathematics) Beyond Borders (SBB). They explored visual art content and potential strategies for integrating art into their subject areas, including business, computer science, dance, engineering, English language arts (ELA), environmental science, mathematics, music, science, Spanish, reading, and robotics. They also participated in a series of PD workshops featuring current interdisciplinary practices and field trips to industries and businesses having strong STEAM connections. The results suggest that participants showed increasing interest in visual art content and plan to integrate it into their non-art subjects through various forms of potential collaborations. They were positive about engaging in cross-disciplinary collaborations with other teachers. The implications suggest that STEAM project-based learning (PBL) PD, by integrating visual art, may facilitate the development of meaningful STEAM connections for both K-8 teachers and learners. These study results may also benefit visual art PD providers, such as community art centers and university art programs, in planning visual art PD for non-art teachers.

Keywords: Professional development; STEAM; art integration; teachers' perspectives and attitudes; visual art workshop

Ubiquity: The Journal of Literature, Literacy, and the Arts, Research Strand, Vol. 9 No. 1,
Spring/Summer 2022