

Timothy Babulski, PhD

EDUCATION

PhD in Curriculum & Instruction **2017**
University of Minnesota, Twin-Cities
Dissertation Title: "Disrupting Authority: The Phenomenality of Antioppressive Education in the Arts"
Committee: James Bequette, Mark Vagle, Patricia Avery, Timothy Lensmire (Chair)

MAT in Art Education **2013**
University of North Carolina, Charlotte
Certifications: K-12 Visual Arts, 9-12 English/Language Arts

BFA in Computer Art (major) and Art History (minor) **2003**
Savannah College of Art and Design, School of Film and Digital Media

TEACHING AND SUPERVISING EXPERIENCE

Lecturer, Art Education **2019-**
Art Department, University of Southern Maine

- Instructor:
 - AED 221: Practicum in Art Education
 - Students learn and develop necessary skills and pedagogies in K-12 visual art
 - Contextualize historical and situate contemporary visual art education
 - Participate in Professional Learning Networks and create an electronic artistic, research, and teaching portfolio
 - Engage in field experiences in school and community settings
 - Discover and analyze issues in K-12 visual art education
 - ART 124: Cre8: The Art of Creativity
 - Enhance students Creative Intelligence
 - Become innovative in response to course challenges
 - Develop a mindset that values innovation and creative problem solving
 - Provides a framework of various types of creative processes and their applications
 - Learn to increase and apply both personal and group creative strategies to reach learning outcomes and objectives
 - Articulate specific intentions to apply the creative process more effectively
 - Determine how to incorporate a "creative work discipline" in your daily work and life
 - Develop a clear understanding of the practice and use of the language of creativity
 - Analyze and participate in critical process and discussions creative to course content
- Supervisor:
 - Mentor teacher candidates in P-12 Visual Arts education
 - Conduct observations and led coaching sessions with candidates
 - Guide candidates in preparing lessons, teaching, and assessing student work products
 - Support students through licensure, job-application, and interview

Timothy Babulski, PhD

Lecturer, Arts in Education

2017-2019

College of Education and Human Development, University of Minnesota

- Instructor:
 - CI 5008: Theory and Practice of Arts Teaching
 - Students gain expertise in arts concepts, skills, and processes appropriate for elementary school
 - Research and practice methods of teaching arts for social justice
 - Engage children's production of and responses to visual and performing art
 - CI 5049: Arts Media and Technology Integration: Theory and Practice
 - Students develop an understanding of digital media theories, pedagogies, and content knowledge
 - Research issues in the visual and performing arts regarding the current and potential use of technology and digital media in P-12 arts classrooms
 - Develop technological supports for student learning and artistic production
 - Use technology in designing, sharing, and conducting lessons
 - Analyze issues concerning the assessment and exhibition of student works
 - CI 3001: Engaged Arts Learning in Elementary Classrooms
 - Students learn about pictorial expression, design, dance, theatre and the function of the arts in the social environment.
 - Debate social, political, and economic issues around arts integration
 - Practice integration of the arts into core-area instruction
 - CI 1032: Creating Identities: Learning In and Through the Arts
 - Students explore the creation and analysis of the visual, written, and performing arts
 - Engage in personal and cultural studies of visual and material culture
 - Create identity and reflect on lived experience through the arts
 - Use the arts for social-justice advocacy and action
- Program Co-ordination & Student Development
 - Serve as the co-coordinator arts teacher education programs with particular emphasis on practicum placements and supervision.
 - Serve as academic adviser for arts initial licensure candidates.
 - Assist with program area needs (e.g., scheduling, course revision/development, recruiting adjunct instructor/supervisors).
 - Collaborate with the Office of Teacher Education regarding assessment and accountability, school partnerships, licensing, and clinical placements for MEd Initial Licensure programs.
 - Collaborate with departmental-level enrollment manager(s) and student academic adviser(s) on over-arching issues related to prerequisites, admissions, advising, and overall student satisfaction
- Service and Outreach
 - Participate in department, college, university, and community service or other outreach activities, such as service on internal committees or task forces and/or collaborating with external constituencies as well as in the activities of relevant state and national professional organizations.
 - Participate in planning and facilitation of teacher candidate recruiting, orientations, and retention initiatives, and college-level events.

Timothy Babulski, PhD

Adjunct Professor, Art Education

2018

College of Liberal Arts, St. Cloud State University

- Instructor:
 - ART 395: Visual Art in the Elementary School
 - Elementary-level visual arts materials and methods
 - Integration of core-area disciplines within arts instruction
 - Culturally-responsive teaching and art-historical research
 - Arts advocacy
 - ART 396: Visual Art for Elementary Classroom Teachers
 - Western cultural myths on creativity and artistic practice
 - Arts-making and art processes
 - Integration of the arts into core-area instruction
 - Culturally-responsive teaching and art-historical research
 - Arts advocacy
 - ART 490: Folk, Ethnic, and Indigenous Art
 - Elements of folk, ethnic and indigenous art
 - Social, emotional, commercial and ethical considerations of folk, ethnic, and indigenous art
 - Contemporary and art-historical research
 - Learning in and teaching folk, ethnic, and indigenous methods as current practice

Instructor, Creating Identities: Learning In and Through the Arts

2016-2017

College of Education and Human Development, University of Minnesota

- Facilitated course redesign and integration into the department of Curriculum and Instruction
- Planned and taught lessons on identity, creativity, visual arts production and criticism, social justice, and arts-based teaching and learning
- Developed and implemented course assessments

Instructor, Arts Media and Technology Integration: Theory and Practice

2015-2017

College of Education and Human Development, University of Minnesota

- Developed and implemented course assessments, including opportunities for student research and leadership
- Led course redesign, ensured compliance with PERCA and Board of Teaching, integrating dance, theatre, and visual arts standards,
- Increased the scope of instruction to cover 21st century skills, digital media, and issues around the current and potential use of technology in p-12 arts classrooms and the use of technology to create, conduct, and share lessons

Lead Supervisor, Arts in Education

2015-2019

College of Education and Human Development, University of Minnesota

- Mentored teacher candidates in P-12 Visual Arts education
- Conducted observations and led coaching sessions with candidates
- Guided candidates in preparing lessons, teaching, and assessing student work products

Timothy Babulski, PhD

- Evaluated student teaching and teacher candidates' dispositions for compliance with University of Minnesota requirements, local and state standards
- Supported students through licensure, job-application, and interview

Instructor, Engaged Arts Learning in Elementary Classrooms **2014-2017**

College of Education and Human Development, University of Minnesota

- Co-developed scope and sequence to address arts integration across the core subject areas, aesthetics and arts criticism, arts-based learning, local arts opportunities, and social justice issues in the arts
- Taught five sections to elementary generalist teacher candidates
- Developed rubrics, feedback protocols, and implemented course assessments

PRIMARY AND SECONDARY TEACHING EXPERIENCE

Tutor, Lead Teacher **2011-2013**

Sylvan Learning

- Subject Areas: Academic Reading, Math Essentials, Algebra I & II, Geometry, Pre-Calculus, SAT and ACT Prep

Graduate Intern **2011**

Crestdale Middle School, Charlotte-Mecklenburg Schools

- Subject Areas: 6th - 8th grade Visual Art
- Primary Certification: K-12 Visual Arts
- Secondary Certification: 9-12 English, Language Arts (Praxis)

Lead Specials Teacher **2007-2009**

Chesterbrook Academy Elementary, Nobel Learning, Inc.

- Subject Areas: PreK-5 Art, Music, Spanish, Technology

Teacher **2004-2007**

Independence High School, Charlotte-Mecklenburg Schools

- Subject Areas: Crafts I, Visual Arts I, Visual Arts II
- Primary Certification: K-12 Visual Arts (Praxis II)

Long-Term Substitute **2004**

Independence High School, Charlotte-Mecklenburg Schools

- Subject Areas: Marketing, Principals of Business, Computer Applications I

RESEARCH INTERESTS

Qualitative Methodologies

- Post-Intentional Phenomenology
- Auto-Phenomenology
- Arts-Based Research
- Research-Based Art
- Narrative Inquiry

Timothy Babulski, PhD

- Critical Discourse Analysis
- Semiotics
- Post-Human and Post-Qualitative Inquiry

Topics

- Materiality, Embodiedness, and Trans-corporeal Phenomenality
- Teacher Preparation, Induction, and Retention
- Visual Art and Arts-Integrated Curricula
- Progressivism and intersections of class, race, gender, sexuality, language, and religion under neo-liberalism
- Anti-Oppressive and Post-Critical Pedagogies

RESEARCH EXPERIENCE

Doctoral Research **2016-2017**

- Piloted a post-intentional phenomenological investigation of authority and its disruption as a potential source of antioppressive teaching and learning
- Developed an auto-phenomenological, arts-based methodology
- Utilized arts-based research and narrative inquiry for the generation of empirical materials
- Conducted analyses using collective memory work, phenomenological post-reflexion, and Deleuzoguattarian assemblage

UNIVERSITY SERVICE

Reviewer, Educational Researcher **2018**

Contributing Instructor, Kinesiology Learning Community **2017-2018**

- Co-planned, developed, and implemented instruction in CI-1032: Creating Identities: Learning In and Through the Arts
- Fostered a cohesive learning experience within kinesiology cohort and between kinesiology and curriculum and instruction
- Advocated for student-involvement in the arts
- Collaborated with faculty to increase the reach of arts-based learning in and beyond the College of Education and Human Development

Program-Area Liaison, Teacher Education Technology Initiative **2017-2018**

- Participated in TETI pilot program
- Contributed to program-area professional development and technology implementation
- Developed arts- and technology-integrated approaches for use within methods courses and University supervision of teacher-candidates during practicum and student teaching
- Designed and piloted CI-5049: Arts Media and Technology Integration: Theory and Practice

Member, Graduate Student Research Committee **2015-2016**

- Served on university committee to promote joint faculty/graduate student research projects
- Advocated for graduate student research opportunities

Timothy Babulski, PhD

- Collaborated with faculty and staff to prepare research presentations and community building events

President, Curriculum and Instruction Graduate Student Association **2015-2016**

- Promoted faculty and graduate student cooperation
- Organized community events and encouraged cross-discipline conversation and collaboration
- Planned and supervised the 2016 Graduate Student Research Day

Clinical Fellow, Office of Teacher Education **2015-2016**

- Developed and conducted in-service learning sessions for university supervisors of teacher candidates
- Assisted with the implementation of new assessments and reporting procedures
- Collaborated with the Office of Teacher Education, program area leads, clinical faculty, and university supervisors to develop common frameworks for the coaching and assessment of teacher candidates

JOINT EFFORTS

Phenomenology Collective **2016-Present**

- Collaborative research and advocacy association using post-intentional phenomenology and Deleuzoguattarian philosophy
- Exploration of epistemo-ontological activism in Deleuzoguattarian assemblage and transdisciplinary metaphorism
- Investigation of the axiological implications of Object-Oriented Ontologies

GRANTS AND AWARDS

CPAC Professional Development Grant	2018
Whelan Scholarship	1997-2001
Georgia Hope Scholars Grant	1997-2001

PROFESSIONAL ASSOCIATIONS

- American Association of Colleges for Teacher Education (AACTE)
- American Educational Research Association (AERA)
- International Congress of Qualitative Inquirers (ICQI)
- National Art Education Association (NAEA)
- National Education Association (NEA)

PUBLICATIONS

Books

Babulski, T. (in press). *What art teaches us: Reexamining the pillars of visual arts curricula*. New York, NY: Palgrave Macmillan.

Dissertation

Babulski, T. D. (2017). *Disrupting authority: The phenomenality of antioppressive education in the arts* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 10286503)

Refereed Journal Articles

Babulski, T. (in press). Being and becoming woke in teacher education. *Phenomenology & Practice*.

Timothy Babulski, PhD

A Phenomenology Collective (**Babulski, T.**, Colum, K., Martin-Kerr, K.-G., Funfe Tatah Mentan, C., Zilmer, C.) (in press). Cultivating activism in the academy: A Deluezoquattarian exploration of phenomenological projects. In M. Vagle, J. Johnson, & B. Hofsess (Eds.) *Unsettling traditions: Reimagining the craft of phenomenological and hermeneutic inquiry* [special issue].

Qualitative Inquiry.

Babulski, T. (2014). Redefining the standards. *Kappa Delta Pi Record*, 50, pp. 52-55.

Timothy Babulski, PhD

National Presentations

- Babulski, T., Colum, K., Martin-Kerr, K.-G., Mentan, C.F.T., Zilmer, C. (2019, April). Questioning an Ontology of Everything. In Nini Hayes (Chair), *Exploring Racialized Factors for Thriving and Surviving in Education*. Roundtable session to be conducted at the meeting of the American Education Research Association, Toronto, Canada. (Refereed)
- Babulski, T. (2019, March). "Indoctrination". In J. Acuff and A. Pereira (Chairs) *Higher Education Forum: Higher Ed and the Indoctrination of a Liberal or Conservative Agenda*. Forum conducted at the meeting of the National Art Education Association, Boston, MA. (Refereed).
- Babulski, T. (2019, March). *The Lies We Tell*. Session presented at the meeting of the National Art Education Association Pre-Conference, Boston, MA. (Refereed).
- Babulski, T. (2018, May). Materiality in the Impulsion, Mediation, and Expression of the Æsthetic. In T. Babulski, K.-G. Martin-Kerr, C.F.T. Mentan, and C. Zilmer (Chairs), *Defining Alienness: Divergent Perspectives on Decentering Human Subjectivity*. Panel conducted at the meeting of the International Congress of Qualitative Inquiry, Urbana, IL. (Refereed).
- Babulski, T. (2018, May). Embodied Re-Cognition: Affordances of Representational Art in Arts-Based Research. In K. Hegeman (Chair) *Arts-Based Research: Artistic Research*. Paper session presented at the meeting of International Congress of Qualitative Inquiry, Urbana, IL. (Refereed).
- Babulski, T., Colum, K., Martin-Kerr, K.-G., Mentan, C.F.T., Zilmer, C. (2018, April). A Phenomenological Collective. In J. Johnson Thiel (Chair), *Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry*. Structured poster session conducted at the meeting of the American Education Research Association, New York, NY. (Refereed).
- Babulski, T. (2018, April). *Rethinking Studio: Disrupting Instrumentalism in the Valuing of Art Education*. Paper session presented at the meeting of the American Education Research Association, New York, NY. (Refereed).
- Babulski, T., Colum, K., Martin-Kerr, K.-G., Mentan, C.F.T., Zilmer, C. (2017, May). How might Deleuzoguattarian concepts help us in these times? In M. Vagle (Chair), *Unsettling traditions: Reimagining phenomenological and hermeneutic inquiry*. Panel conducted at the meeting of the International Congress of Qualitative Inquiry, Urbana, IL. (Refereed).
- Babulski, T. (2017, April). *The phenomenality of authority and its disruption in educational narrative*. Paper session presented at the meeting of the American Education Research Association, San Antonio, TX. (Refereed).

State and Local Presentations

- Babulski, T. (2016, November). *Disrupting authority: Creating pedagogical space for students in an age of standards*. Session presented at the Art Educators of Minnesota Fall Conference, Minneapolis, MN. (Refereed).
- Babulski, T., Mentan, C.F.T. (2016, April). *Fairness in education: Equality or equity*. Roundtable session presented at the Curriculum and Instruction Graduate Student Research Day, Minneapolis, MN.
- Babulski, T. (2016, April). *Disrupting authority*. Creative-format paper session presented at the Curriculum and Instruction Graduate Student Research Day, Minneapolis, MN.

Timothy Babulski, PhD

Professional Artistic and Creative Experience

- Babulski, T. (2013, March). Gilgamesh tablet I [illustrations]. In J. Frankie (Curator), *Senior art show*. UNCC Student Union Art Gallery, Charlotte, NC.
- Babulski, T. (2010). Flight of colors [cover illustration]. In E.L. Flame (Author), *Temple of the twelve: Flight of colors* (Vol. 2). Mount Airy, NC.: New Gaia Press.
- Babulski, T. (2010). Piffels and Esmerelda [cover illustration]. In D. Babulski (Author), *Adventures of Piffels the elf: Battle for the Elfin Realms* (Vol. 2). Mount Airy, NC.: New Gaia Press.
- Babulski, T. (2009). Piffels [cover illustration]. In D. Babulski (Author), *Adventures of Piffels the elf*. Mount Airy, NC.: New Gaia Press.