Integrating feminist pedagogy with online teaching: Facilitating critiques of patriarchal visual culture

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Alice Lai, Ph.D., is associate professor of the arts and educational studies at Empire State College, State University of New York, where she also chairs the Center for Distance Learning’s undergraduate program in the arts. Her research spans the areas of critical multicultural art education, critical pedagogy, visual culture studies, and distance education. Her publications have appeared in Studies in Art Education, Art Education, and Pedagogy.

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Lilly (Li-Fen) Lu, Ph.D., is an assistant professor of art education at Northern Illinois University. With a background in Instructional Technology, her research focuses on integrating emerging technology into art education and digital visual culture. Her specialty areas include virtual worlds pedagogy and research methodology, online distance education and communities of practice, and technology in teacher education. Lilly is currently working on the research grant “Art Café @ Second Life,” awarded by National Art Education Foundation (2008-2009), to explore and develop the virtual pedagogies and investigate “virtual” visual culture for 21st century art education. Recent selected publications include: “Art Café: A 3D Virtual Learning Environment for Art Education” in Art Education (2008) and “Knowledge Construction in In-service Teacher Online Discourse: Impacts of Instructor Roles and Facilitative Strategies in the Journal of Research on Technology in Education (2006).

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Feminist pedagogy is not a toolbox, a collection of strategies, a list of practices, or a specific classroom arrangement. It is an overarching philosophy—a theory of teaching and learning that integrates feminist values with related theories and research on teaching and learning. It begins with our beliefs and motivations: why do we teach? why do students learn? what are the goals of learning? We know that the consequences of our motives for teaching and learning are significant: Keith Trigwell and Mike Prosser have shown that the instructor’s intentions in teaching (“why the person adopts a p Abstract How can art educators facilitate criticality and feminist pedagogy? The purpose of this article is to share teaching strategies that creatively employ social networking technologies that encourage and promote an understanding of how visual culture constructs gender. The visual culture and gender construction strategies presented in this article are based in more than 30 years of teaching young children, youth, Visual Culture and Gender Constructions inJAE8.1 Qatar NTAEC 2010 4 intergenerational and intercultural groups, adults, preK-12 art teachers and pre-service teachers, and students in different cultural contexts. Share a critique of patriarchal visual culture.