

EDUC 307: Integrating Arts
Winter, 2025*Erin Spring*

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Dates: Monday, Tuesday, Wednesday, Thursday, Friday January 6-10, 2025

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

Office Hours: By appointment only (I am happy to meet before/after class or during lunch with notice, please email me or come see me during our break to make an appointment).

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:

This course will act as preparation for individuals interested in designing effective learning through the arts. Discipline-specific knowledge and technique in and about art, dance, drama and music will be acquired in a studio environment, and applied through an interdisciplinary, collaborative lab. In this course students will experience, reflect upon, and learn about the processes and practices of arts-integration. Students will be exposed to and collectively explore a variety of contexts through the arts while acquiring knowledge, skills and abilities to plan and apply arts-based research methodologies in their practice. To this end the competencies of *critical thinking, problem solving, managing information, creativity and innovation, communication, collaboration* will be central to learning in this course. Students will have the opportunity to:

- Sample a variety of arts-based practices that are facilitated in a collaborative setting;
- Explore a topic, represent knowledge and make learning visible in an arts-based research project; and
- Acquire and apply creative capabilities, aesthetic awareness, and design thinking for social impact.

LEARNER OUTCOMES:

Students will be knowledgeable about:

1. Engaging with various forms of communication and expression allows us to represent and interpret our perspectives in multiple ways;
2. Exploring connections to community strengthens our understandings of relationships to help us make meaning in the world;
3. Artwork takes form through the exploration and application of artistic elements and principals in a way that supports expression.

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REQUIRED MATERIALS:

This course is designed to use affordable, readily available materials. All tasks can be completed with recycled materials or things found in a typical home (ie. aluminum foil, masking tape, pens, etc.). Students may opt to use other materials but encouraged to use what best suits their budget.

- This course is active, creative, and interactive. Please wear comfortable clothing that allows you to move freely and that you are willing to get dirty making art, sitting on the floor, etc.
- Digital documentation (ie. photos, audio recordings, and videos) are required for submissions in D2L. Students with digital cameras (smart phones) and laptops are encouraged to bring them.

REQUIRED READINGS (SEE SCHEDULE):

Please see dates for required reading/viewing embedded within the weekly schedule. In addition to assigned reading, additional content may be posted on D2L or shared in class to best support interests and emergent learning needs.

Eisner, E. W. (1997a). Cognition and representation: A way to pursue the American dream?. *Phi Delta Kappan*, 78(5), 348. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/20405795>

Eisner, E. W. (2002). What can education learn from the arts about the practice of education? *Journal of curriculum and supervision*, 18(1), 4-16. <https://eric.ed.gov/?id=EJ808086>

Eisner, E. W. (1997b). The promise and perils of alternative forms of data representation. *Educational researcher*, 26(6), 4-10. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.3102/0013189X026006004>

Norris, J. (2000). Drama as research: Realizing the potential of drama in education as a research methodology. *Youth Theatre Journal*, 14(1), 40-51. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08929092.2016.1227189>

REQUIRED VIDEOS (SEE SCHEDULE):

- All videos are openly available on Youtube with the option to purchase the ad-free subscription.

The Body as a Found Object: Antony Gormley, Brilliant Ideas Ep. 40
<https://youtu.be/yBK4RBRj1U8?si=0-4v4HGrMijn5JAi>

Danh Vo's Use of Found Objects in Art, Brilliant Ideas Ep. 66,
<https://youtu.be/6A-GKr1vRE0?si=3D7XlavzbmoeDOjz>

The Unconventional Images and Sounds of Samson Young, Brilliant Ideas Ep. 37
<https://youtu.be/oFK32ZzdixI?si=wnZrrSq0bCuVZMca>

Ragnar Kjartansson's Lush, Intriguing World of Performance Art
<https://www.youtube.com/watch?v=KEaBmKX8MEM>

ADDITIONAL RESOURCES (OPTIONAL):

- Martin, B.H. (2019). The ABCs of STEAM Culture: Establishing the Ground Rules for Risk-taking, Imagination, and Collaboration. *CIRCE MAGAZINE: STEAM EDITION*, 59-65. <https://www.educationthatinspires.ca/files/2019/01/CIRCE-STEAM-Magazine-FINAL-Jan12-2d3m23q-2m0eso5.pdf>
- Martin, B.H. (2017). Teaching the Arts as a Second Language: A School-wide Policy Approach to Arts Integration, *Arts Education Policy Review*, 118(2), 116-122. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/10632913.2016.1160261>
- Martin, B. H., & Colp, S. M. (2022). Art Making Promotes Mental Health: A Solution for Schools That Time Forgot. *Canadian Journal of Education*, 45(1), 156-183. <https://www-erudit-org.ezproxy.lib.ucalgary.ca/en/journals/cje/2022-v45-n1-cje06956/1088509ar/>
- Martin, B. H. (2019). The Artistry of Innovation. *Canadian Journal of Education/Revue canadienne de l'éducation*, 42(2), 576-604. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26823259>
- Martin, B. H., & Calvert, A. (2018). Socially empowered learning in the classroom: Effects of arts integration and social enterprise in schools. *Journal of Teaching and Learning*, 11(2), 27-42. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/08929092.2016.1227189>
- Poitras Pratt, Y., & Lalonde, S. (2018). Arts as transformative learning enroute to reconciliation. In M.A. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Springer. https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/24296979820004336?auth=SAML

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	%	DUE DATE
1. Response Journal	Multiple, daily reflection journal entries captured during classtime in response to learning experiences	Individual	40%	Day 1, 2, 3
2. Art-Based Discussion	Three Art-Based <i>Discussions in D2L</i> 2 group posts per discussion= 6 posts total 1 st Post 1 (upload in new group thread); 2 nd Post in assigned group's thread (response)	Group	30%	Daily In Class
3. Collective Creation	Group Submission/Presentation as part of Class Collective Creation	Group Score Peer Score	20% 10%	January 10

* Rubrics for assessment will be discussed in class

BLOCK WEEK – DAILY SCHEDULE:

Date	Topic	Readings and Tasks	What's Due
Day 1	<p>Dance-ish <i>Physical Representation & Embodied Concepts</i></p> <p>Welcome & Introductions Review of Outline and Tasks What is Arts Integration? Eisner's Arts and Cognition Art & Mental Health Body as Found Object Exploring Elements of Dance</p>	<p>READ Eisner, E. W. (1997a). Cognition and representation: A way to pursue the American dream?</p> <p>WATCH The Body as a Found Object: Antony Gormley, Brilliant Ideas Ep. 40</p> <p><i>Journal reflections written during classtime – submitted daily.</i></p>	<p>1 Reading 1 Video <i>Come ready to discuss and explore.</i></p> <p>LT1 Journal <i>In class activity</i></p> <p>LT2 ABD 2 Group Posts</p>
Day 2	<p>Art-ish <i>Visual Representation & Symbolic Concepts</i></p> <p>Eisner's Art for Education Science of Art, Brain, Mind Realism and Symbolism Collage and Assemblage Exploring Elements of Art</p>	<p>READ Eisner, E. W. (2002). What can education learn from the arts about the practice of education?</p> <p>WATCH Danh Vo's Use of Found Objects in Art, Brilliant Ideas Ep. 66</p>	<p>1 Reading 1 Video <i>Come ready to discuss and explore.</i></p> <p>LT1 Journal <i>In class activity</i></p> <p>LT2 ABD 2 Group Posts</p>
Day 3	<p>Music-ish <i>Sound Representation & Musical Concepts</i></p> <p>Auditory Engagement Aesthetic Awareness Arts-Based Research (ABR) Notation as communication Exploring Elements of Music</p>	<p>READ Eisner, E. W. (1997b). The promise and perils of alternative forms of data representation.</p> <p>WATCH The Unconventional Images and Sounds of Samson Young, Brilliant Ideas Ep. 37</p>	<p>1 Reading 1 Video <i>Come ready to discuss and explore.</i></p> <p>LT1 Journal <i>In class activity</i></p> <p>LT2 ABD 2 Group Posts</p>
Day 4	<p>Drama-ish <i>Theatrical Representation & Presentation Concepts</i></p> <p>Inquiry through the arts Play building Collective Creation Socially Empowered Learning Process to Performance</p>	<p>READ Norris, J. (2000). Drama as research: Realizing the potential of drama in education as a research methodology.</p> <p>WATCH Ragnar Kjartansson's Lush, Intriguing World of Performance Art</p>	<p>1 Reading 1 Video <i>Come ready to discuss and explore.</i></p> <p>LT1 Journal <i>In class activity</i></p>
Day 5	<p>Celebration of Learning <i>Making Learning Visible and Arts Integrated Assessment</i></p> <p>Installation, Curation Presentation Planning for Performance Assessment in and through arts</p>	<p>Studio Day – Preparing artifacts of learning for audience. Details to be discussed in class.</p> <p>Collective Creation Performances</p>	<p>LT1 Journal <i>In class activity</i></p> <p>LT3 Presentation</p>

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENT

** **IMPORTANT NOTE ON USE OF A.I.:** Please note that all assignments are expected to be the original work of the students and they are not to employ text generation software or text-to-image models (for example, ChatGPT or DALL-E). Creative exceptions may be granted with instructor’s explicit (documented) approval prior to use.*

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Response Journal, Worth 40% Due: Daily (every day – done in class)

The purpose of this assignment is for you to use writing and sketching as tools for learning, sense-making, reflection, and meta-cognition. Frequent prompts will be provided to engage you in reflection or assist with documentation of notes, decisions, and ideas. Tasks will include hand-written reflections that capture your inner thoughts and reactions, notes and sketches for documentation, application of a variety of thought routines, exploration of different perspectives, and responses to prompts and provocations across the course. Your Response Journal also serves as a commonplace record for future reference of how you learned in, about, and through the arts. Specific expectations regarding quality, quantity and other expectations will be discussed on the first day of class.

* Digital and/or assistive technology may be used by students with formal accommodations or specific learning needs. Please see instructor on day one to discuss how we can set you up for success.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

CRITERIA FOR ASSESSMENT RESPONSE JOURNAL	NO	SOMETIMES	MOSTLY	ALWAYS
Demonstrates full engagement in writing, sketching and other forms of documentation to record, reflect on, and respond meaningfully to experiences when prompted during class.	0	C+	B+	A-A+

2. LEARNING TASK 2: Art-Based Discussion, Worth 30% Due: By 6pm on Day 1, 2, 3

Guided by the philosophy that the arts can be used, “not just as activities that enhance learning, but also as the primary medium through which students process, acquire, and represent knowledge (Martin, 2016, p. 116), the “discussion” for this course in D2L is arts-based (meaning we will explore concepts and represent our ideas through the arts without words). **There are three scheduled Arts-Based Discussions.** Classtime will be provided for groups to undertake these tasks (though additional time outside of class-time may also be required).

Each provocation will involve: a creative provocation, a set of instructions for how to engage through two art-based forms, and the format for how to submit (PDF, PPT, MP4) in the D2L Discussion Board.

Each discussion requires 2 group posts:

- Post 1: start a new thread for the group on the correct date and upload file(s) for the group.
- Post 2: respond to your assigned group by uploading your second post file(s) in their thread.

Please note: Posts **MUST** be uploaded in assigned formats as files. Emailed submissions or links to google docs or other online sites will not be viewed or graded.

Due to the interactive nature of this learning task, incomplete or late posts will receive a zero.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

- **First post** uses assigned form and format, and clearly represents concepts within the task ___/4
- The artwork demonstrates artistic effort (aesthetic awareness, creativity, artistic elements) ___/1
- **Second post** clearly represents concepts, imagery, or ideas from the assigned peers' post ___/4
- The artwork demonstrates artistic effort (aesthetic awareness, creativity, artistic elements) ___/1

Have fun with this! 😊 *No previous artistic experience or skill is required to be successful in this task* – only 20% of the task is dedicated to artistry (we will discuss what this means in our first class).

3. LEARNING TASK 3: Collective Creation, Group Presentation, Worth 40% Due: Last Class

At this point in the course, you will have experienced working with a variety of forms of representation and been exposed to a variety of artistic elements that can be used for exploring a topic through the arts. As you learned in LT2, these art forms can be used for realistic/literal and symbolic representation. They can also be used as methods for conducting arts-based research, going through their distinctive processes to understand and represent the knowledge.

As a class, we will explore a BIG inquiry question together. As a group, **you will research an assigned/approved topic within the inquiry (tbd)** and choose three arts-based forms learned in class to represent your findings in a presentation in the class collective creation. Detailed, step-by-step instructions and assessment rubric will be discussed in class, and the process will be largely structured during classtime. As such, you are discouraged from beginning this task until you are set up to do so. Groups will present their work as part of a class Celebration of Learning on our last day.

As a group, you will go through a structured process of data collection and analysis, then collaborate on creating and performing a scripted work that represents your findings through three different forms of representation (a list of options will be discussed in class when we review LT3 together).

The length of time for each presentation will be determined in class, based on class size & time constraints.

Collective creation builds emergent knowledge that *comes into view or arises out of experience*. While arts-based research can be informed by other sources, we also come to know it personally through the cognitive processes that take place during art-making, including somatic, emotive, and multisensory experiences. Understanding this means approaching this task with an open-mind and flexibility that decisions will be made actively, within the process (a level of uncertainty is part of the surprise discussed a la Eisner).

CRITERIA FOR ASSESSMENT OF LEARNING TASK3

- The presentation adheres to assignment format and criteria ___/20%
- The work represents real facts or authentic statements from approved source ___/30%
- The final work has aesthetic appeal, holistic unity and demonstrates artistic or creative style ___/25%
 - Note: here you can level up in artistry by incorporating the many elements from the course.
- Peer Score: Students will submit scores that authentically weigh each group member's contribution ___/25%

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course with accompanying written evidence. Missing journal entries can not be made up due to the experiential nature of the course, and reflective nature of the task. Acceptions may be made by the instructor due to illness or other personal reason on a case by case basis that may require documentation.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING:

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures <https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Research Ethics

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties

Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb>) or the Conjoint Health Research Ethics Board (<https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb>)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies
<https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points

- Safewalk

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Tracy Dinh, educrep@su.ucalgary.ca.