

**EDUC 307: Integrating Arts**  
**Spring, 2024**

Term Dates: May 6 – June 17, 2024

Class Dates: Tuesdays and Thursdays 4:00-5:30pm May 7 – June 13<sup>th</sup>, 2024

May **7**, 9, **14**, 16, **21**, 23, **28**, 30; June 4, 6, **11**, **13** [Dates in **bold** are live Zoom sessions together]

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 during regular school/business hours (9:00-5:00). Please email and I will do all I can to find a time that works with our schedules.

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 the following concepts:

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 online through synchronous Zoom sessions (see bold dates above and schedule below) and through ongoing engagement in a D2L environment.

**REQUIRED READING & VIEWING:**

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

**Week 1**

READ: 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>

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

WATCH: Assemblage – The Museum of Contemporary Art <https://www.youtube.com/watch?v=alCiumy8tjE&t=20s>

**Week 2**

READ: 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>

READ: 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>

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

**Week 3**

READ: 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>

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

**Week 4**

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

**ADDITIONAL READINGS (OPTIONAL):**

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>

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://link-springer-com.ezproxy.lib.ucalgary.ca/referenceworkentry/10.1007/978-981-287-532-7\\_645-1](https://link-springer-com.ezproxy.lib.ucalgary.ca/referenceworkentry/10.1007/978-981-287-532-7_645-1)

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 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., & 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://jtl.uwindsor.ca/index.php/jtl/article/view/5057>

**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.). There are also options such as modeling clay, coloured paper, and markers, but you are encouraged to use what best suits your budget. Digital photos and videos are required for submissions. These can be captured with any smart phone.

**LEARNING TASKS OVERVIEW**

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Art-Based Discussion	Three art-based <i>discussions</i> composed of 2 posts each (an original post with artist statement, and a response post with no statement = 6 posts total) in the D2L	Individual	30%	Week 1 Week 2 Week 3
2. Arts-Based Research Project	Individual Video of Tableaux Shadow Dance or 3-Sculpture Installation Art	Individual	30%	May 28 <sup>th</sup>
3. Collective Research Creation Presentation	Group Submission/Presentation as part of Online Celebration of Learning	Group	40%	June 11 & 13 <sup>th</sup> <i>as scheduled (tbd)</i>

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Readings and Tasks</b>	<b>What's Due</b>
Week 1 <b>May 7<sup>th</sup></b> <b>Zoom</b>  May 9 <sup>th</sup> Studio	What is Arts Integration? Exploring Arts as Languages  First Zoom! Welcome, Introductions, Review of Outline & Discuss LT1 <ul style="list-style-type: none"> <li>• Found Objects</li> <li>• Assemblage</li> </ul>	<b>See NEWS in course D2L for Zoom link</b>  Read: Martin, 2017 Watch: Danh Vo video Watch: <i>Assemblage</i> video (short)  <b>Thursday (D2L)</b> <b>Studio Time, Art-Based Discussion</b>	<b>1 Reading</b> <b>2 Videos</b>   <b>LT1-Week 1</b> <b>Post Wed 9pm</b> <b>Respond Fri 9pm</b>
Week 2 <b>May 14<sup>th</sup></b> <b>Zoom</b>  May 16 <sup>th</sup> Studio	Forms of Representation Arts & Cognition <ul style="list-style-type: none"> <li>• Tableau Selfies</li> <li>• 2D to 3D Form</li> </ul>	Read Eisner, 1997a; 1997b Watch: Antony Gormley video  <b>Thursday (D2L)</b> <b>Studio Time, Art-Based Discussion</b>	<b>2 Readings</b> <b>1 Video</b>   <b>LT1-Week 2</b> <b>Post Wed 9pm</b> <b>Respond Fri 9pm</b>
Week 3 <b>May 21<sup>st</sup></b> <b>Zoom</b>  May 23 <sup>rd</sup> Studio	The Arts as Research Discuss LT2 <ul style="list-style-type: none"> <li>• Soundscape</li> <li>• Graphic Notation</li> </ul>	Read: Norris 2000; Springgay, Irwin & Kind, 2005 Watch: Samson Young video  <b>Thursday (D2L)</b> <b>Studio Time, Art-Based Discussion</b>	<b>2 Readings</b> <b>1 Video</b>   <b>LT1-Week 3</b> <b>Post Wed 9pm</b> <b>Respond Fri 9pm</b>
Week 4 <b>May 28<sup>th</sup></b> <b>Zoom</b>  May 30 <sup>th</sup> Studio	Arts-Based Research <ul style="list-style-type: none"> <li>• Discuss and Start LT3</li> </ul>	<i>No reading</i> Watch: Ragnar Kjartansson video  <b>Thursday (D2L)</b> <b>Studio Time</b>	<b>LT2 DUE</b> <b>May 28<sup>th</sup></b>
Week 5 June 4 <sup>th</sup> & June 6 <sup>th</sup> LT3 Group Studio	Collective Creation Studio	<b>Group Collective Creation</b> <b>Studio Time Tues/Thurs LT3</b> (Additional time outside class schedule will be required)	
Week 6 <b>June</b> <b>11 &amp; 13</b> <b>Zoom</b>	Group Presentations & Class Celebration of Learning	Group Presentations of LT3 <i>These classes may become asynch.            viewing depending on class preference            and submission types – to be            determined as a group/class closer to            date (for now, plan on live Zooms).</i>	<b>LT3</b> <b>DUE</b> <b>June 11<sup>th</sup> or 13<sup>th</sup></b> <b>(as scheduled)</b>

**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. Changes will always be discussed in class, and posted on D2L.

## LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

### 1. LEARNING TASK 1: Art-Based Discussion (ABD), worth 30% (6 posts, each worth 5%)

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 is going to be arts-based (meaning we will explore concepts and represent our ideas through the arts without words). **There are three scheduled Arts-Based Discussions.** During these weeks, we will not meet in class on Thursday so class-time can be used for the creative activities of this task (though additional time outside of class-time will also likely be required).

- Each provocation will involve: a question or statement of inquiry, a set of instructions for how to respond through an art-based form, and the format for how to submit (PDF, PPT, MP4) in the D2L Discussion Board. Please note: ABD posts are to be uploaded as files. Emailed submissions or links to google docs or other online sites will not be graded.

*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).

#### During ABD Weeks:

- **1<sup>st</sup> Post due Wednesday by 9pm** (Start a new thread)
- **2<sup>nd</sup> Post due Friday by 9pm** (Post in assigned thread).
  - a. **Week 2:** Respond to the peer whose name is directly above yours in the **class list** on D2L (sorted by last name, A-Z, skip past Dr. Britt).
  - b. **Week 3:** Respond to the peer whose name is directly below yours in the **class list** on D2L (sorted by last name, A-Z, skip past Dr. Britt).
  - c. **Week 4:** Respond to **yourself**, by using your own post to inspire your second post.

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

#### CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

##### The 1<sup>st</sup> post

- artwork clearly represents related concepts and adheres to assigned format \_\_\_/20%
- The artist statement connects process to product and intended meaning \_\_\_/10%
- The artwork demonstrates artistic effort (aesthetic awareness, creativity, artistic elements) \_\_\_/20%

##### The 2<sup>nd</sup> post

- artwork clearly represents concepts or ideas inspired by the original post(s) \_\_\_/30%
- The artwork demonstrates artistic effort (see above) \_\_\_/20%

### 2. LEARNING TASK 2: Form of Representation, worth 30%

The arts can be useful, not only for creativity and expression, but also as a way of conducting interpretive research that reflects and makes sense of your world through the arts. **Arts integration enables learning to take place through the processes of art-making, and the resulting artworks are artifacts that represent cognition and knowledge.**

For this task, you will work independently to conduct *research creation* on the assigned topic. The Canadian Social Science and Humanities Research Council defines research creation as: “An approach to research that combines creative and academic research practices, and supports the development of

knowledge and innovation through artistic expression, scholarly investigation, and experimentation.” (sshrc-crsh.gc.ca retrieved Dec 2020). For this task, you are the knowledge-holder with lived-experience that can inform your inquiry on a topic (tbd) that you will then represent through one of the assigned art forms (to be discussed in class). The resulting work of art will represent your subjective knowledge on the topic of inquiry, that you will explain in a 2 Minute Talk (video in D2L Discussion Board).

Note: Specific steps and process for this task will be discussed, demonstrated, and structured in class.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

*Detailed instructions and assessment rubric will be discussed in class then posted on D2L.*

- The submission adheres to assignment format and criteria \_\_\_/20%
- There are clearly three themes or concepts represented that inform the topic of inquiry \_\_\_/30%
- The presentation clearly explains your process and the cognition represented in the work \_\_\_30%
- The final work demonstrates artistic effort, aesthetic appeal, holistic unity, and creative style \_\_\_/20%

### 3. LEARNING TASK 3: Collective Research Creation, worth 40%

At this point in the semester, you will have experienced working with a variety of forms of representation and 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 representing personal knowledge. They can also be used as methods for conducting arts-based research, going through their distinctive processes to understand and represent the knowledge of others. As a class, **you will research a topic of inquiry (tbd)**, this time by *exploring perspectives other than your own* and representing your emergent findings through the arts. Emergent knowledge is an understanding 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.

Detailed, step-by-step instructions and assessment rubric will be discussed in class, and the process will be structured. As such, you are discouraged from beginning this task until you are set up to do so. Groups will present their work live, via recorded Zoom, as part of a class Celebration of Learning (tentatively scheduled the last two days of class).

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

### CRITERIA FOR ASSESSMENT OF LEARNING TASK3

- The presentation adheres to assignment format and criteria \_\_\_/20%
- The work represents real perspectives, grounded in evidence (12 cited quotes) for authentic voice \_\_\_/30%
- The final work has aesthetic appeal, holistic unity and demonstrates artistic or creative style \_\_\_/30%
- Peer Score: Students are able to authentically weigh their contribution to the process \_\_\_20%

## 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 classmates by providing ideas for scholarly inquiry in assignments.

*\*Please note that all assignments are expected to be the original work of the student and students are not to employ text generation software or text-to-image models (for example, ChatGPT).*

## EXPECTATIONS FOR WRITING AND ARTISTIC WORK

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing and artistic 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>

## LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date. Assignments submitted after the due date without prior approval will be docked 10% per day late – with the exception of Discussion Board posts (which receive a zero if not posted on time).** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

## 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 online 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

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**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://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. 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: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](http://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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.



<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**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](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is TBA, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).