

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

Term Dates: January 8-April 9, 2024

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 (please email and we can 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.

Term Break - February 19-23, 2024

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 face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

Please see dates for required reading 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 learning needs.

- Eisner, E. W. (1997). 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. (1997). 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>
- 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>
- 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>

VIDEOS TO WATCH (SEE SCHEDULE):

- The Body as a Found Object: Antony Gormley, Brilliant Ideas Ep. 40
<https://youtu.be/yBK4RBRj1U8?si=0-4v4HGrMijn5JAi>
- The Unconventionnal Images and Sounds of Samson Young, Brilliant Ideas Ep. 37
<https://youtu.be/oFK32ZzdixI?si=wnZrrSq0bCuVZMCA>
- The Multifaceted Video Art of Diana Thater, Brilliant Ideas Ep. 19
<https://youtu.be/emrt1xr6mGM?si=3fcSvba1abt273es>
- Intellectual by Nature, Poet at Heart: Xu Bing, Brilliant Ideas Ep. 15,
https://youtu.be/jxHWJjaUDQg?si=7gbcyUN_1dp03yBf
- Danh Vo's Use of Found Objects in Art, Brilliant Ideas Ep. 66,
<https://youtu.be/6A-GKr1vRE0?si=3D7XlavzbmoeDOjz>
- The Theatricality of Chiharu Shiota's Art, Brilliant Ideas Ep. 52,
<https://youtu.be/ULpxdHy0eZc?si=jhrbJ4B1HdC8QObM>

ADDITIONAL (OPTIONAL) RESOURCES:

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

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.

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	What's Due
Week 1 Jan 9 & 11	Welcome & introductions What is arts integration? Creating a collaborative culture	Martin (2019). The ABCs of STEAM Culture – Discussion Groups	Read & Ready to Discuss (11 th)
Week 2 Jan 16 & 18	Forms of Representation Arts and Cognition	Eisner, E.W. (1997). Cognition and representation	Read & Ready to Discuss
Week 3 Jan 23 & 25	Forms: • Tableau • 3D Form	Art-Based Discussion Video: The Body as a Found Object, Antony Gormley	Watch Video LT1 Post Tuesday Respond Thursday
Week 4 Jan 30 Feb 1	Art as Research Creation A/R/Tography * Discuss LT2	Eisner, E. W. (1997). The promise and perils ...	Read & Ready to Discuss
Week 5 Feb 6 & 8	Forms: • Shadow Tableau Tryptich • Moving Shadows or Shapes video	Art-Based Discussion Video: The Multifaceted Video Art of Diana Thater	Watch Video LT1 Post Tuesday Respond Thursday
Week 6 Feb 13 & 15	Arts-Based Research Play-building & Collective Creation	Norris, J. (2000). Drama as research ... Introduction of Process Journals Respond – Reflect - Record	Read & Ready to Discuss LT2 DUE Feb 15 th
Week 7 Feb 19-23	Term Break	No Assigned Reading or Tasks Do something for your wellness ☺	
Week 8 Feb 27 & 29	Forms: • Soundscape • Graphic Notation	Art-Based Discussion Video: The Unconventional Images and Sounds of Samson Young	Watch Video LT1 Post Tuesday Respond Thursday
Week 9 Mar 5 & 7	Inquiry through the arts Installation, Space & Logistics	Shifting the Inquiry – From Process to Product to Performance	
Week 10 Mar 12 & 14	Process work Scripting and Creating	Studio Time (in class) Video: Intellectual by Nature, Poet at Heart: Xu Bing	Watch Video
Week 11 Mar 19 & 21	Process work Scripting and Creating	Studio Time (in class) Video: Danh Vo's Use of Found Objects in Art	Watch Video
Week 12 Mar 26 & 28	Process work Rehearsing and Managing	Studio Time (in class) Video: The Theatricality of Chiharu Shiota's Art	Watch Video
Week 13 Apr 2 & 4	Preparation & Performance	Preparation & Presentations LT3 DUE This Week	LT3 DUE Apr 2 & 4 (as assigned)
Week 14 Apr 9	Post-Production Debrief & Assessment in the Arts	Wrapping up	

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
1. Art-Based Discussion Board	Three art-based posts and responses as scheduled in D2L Discussion Board.	Individual	30%	Week 3, 5, 8
2. Arts-Based Research Project	Pecha Kucha – process presentation	Individual	30%	Feb 15 th
3. Collective Research Creation	Group Presentation for Celebration of Learning	Group	40%	April 2 or 4 (as assigned)

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Art-Based Discussion, worth 30% (each week = 10%) **Week 3, 5, 8**

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). There are four scheduled weeks for Arts-Based Discussion. During these weeks, we will not meet in class, and class-time is to be used for the creative activities of this task (though additional time outside of class-time will also likely be required).

Each discussion week is worth 10% and opens with a provocation from the instructor, posted in the D2L Discussion Board, with a question that you will answer through an **Artwork** representing your thoughts.

- Each provocation will involve: a question, a set of instructions for how to respond through an art form, and the format to submit (PDF, PPT, MP4) in the D2L Discussion Board.

No artistic experience or skill is required, although 20% of the learning task is dedicated to artistry (we will discuss what this means in class).

- **1st Post (Artwork):** Create a **work of art inspired by the provocation** and upload a digital version in the Discussion Board by **Tuesday, 9:00pm**. Include an Artist Statement up to **200 words (max)** to articulate your artistic intention and unpack how your ideas are represented in the work.
- **2nd Post (Response-to-Peer):** Create a **second work of art in response to a peer’s post (as assigned by instructor)** and upload a digital version in the same thread as your peer’s post by **Thursday, 9:00pm**.

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

- The **Artwork** clearly represents concepts or ideas related to the provocation ___/30%
- The **Artwork** demonstrates artistry: aesthetic awareness, provocative, skilled, emotive ___/10%
- The **Artist Statement** connects process to product and intention ___/10%
- The **Response-to-Peer** clearly represents concepts or ideas related to the relevant post(s) ___/40%

- The response demonstrates artistry (see above) ___/10%
 - No words or statement required (resist temptation to explain – let us SEE it in the work).

2. LEARNING TASK 2: Form of Representation, worth 30% - DUE: Feb 15th

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 the 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). 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.

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 has aesthetic appeal, holistic unity and demonstrates artistic or creative style ___/20%

LEARNING TASK 3: Collective Creation, worth 30% - Presentation DUE: April 2 or 4th

At this point in the semester, you will have learned a variety of forms of representation 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, **we will research a topic of inquiry (tbd)** by exploring perspectives other than our own and represent our emergent findings through the arts. Although 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 experience.

Working in a group, you will choose a set of knowledge-holders generated from a list in class. These knowledge holders have lived-experience on the topic of inquiry that is *different* than your own, who can inform your research in relation to a BIG question. This is not a traditional research project, so you will be free to blend in alternative media sources with mainstream media (such as CBC, BBC, the Calgary Herald) in pursuit of marginalized voices, and authentic perspectives. In class you will go through a structured process of data collection and analysis, then work with your group to create art that represent themes from your findings. Groups will present their work in a final presentation during our live Celebration of Learning (see schedule).

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

CRITERIA FOR ASSESSMENT OF LEARNING TASK3

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

- 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%
- During Q&A, students are able to clearly explain their part in the process as part of the collective ___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 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>

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 of 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](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 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.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.