

EDUC 307: Integrating Arts
Spring, 2023

Section	Instructor	Time	Location	Email
S01	Brittany Harker Martin	4:00-5:30pm	Zoom	bhmartin@ucalgary.ca

Term Dates: May 3 – June 15, 2023

Class Dates: Tuesdays and Thursdays 4:00-5:30pm May 4 – June 15th, 2023

May 4, 9, 11, 16, 18, 23, 25, 30; June 1, 6, 8, 13, 15

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 arts-based forms of representation will be acquired in an online environment, and applied through an interdisciplinary, collective creation.

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, online 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 schedule below) and through ongoing 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.

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>

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>

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>

ADDITIONAL OPTIONAL RESOURCES:

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>

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>

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

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 2, 3, 4
2. Arts-Based Research Project	Using Drama as Form of Representation Mini-Monologue Scripted Performance	Individual	30%	June 1 st
3. Collective Research Creation	Group Submission/Presentation Class Celebration of Learning	Group	40%	June 13 th or 15 th sign up in class

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 May 4	First Zoom! 4:00-5:30pm Welcome & introductions What is arts integration?	See NEWS in course D2L for Zoom link	
Week 2 May 9 & 11	Analogies of Arts & Languages <ul style="list-style-type: none"> • Writing in Role • Readers' Theatre 	Martin, B. H. (2017). Teaching the Arts as a Second Language ... Studio Thursday (No Zoom) Time for Online, Art-Based Discussion	LT1 Post Thursday 9pm Respond by Tuesday 9am
Week 3 May 16 & 18	Forms of Representation Arts and Cognition Discuss LT2 <ul style="list-style-type: none"> • Tableau • Found Sculpture 	Eisner, E.W. (1997). Cognition and representation Studio Thursday (No Zoom) Time for Online, Art-Based Discussion	LT1 Post Thursday 9pm Respond by Tuesday 9am
Week 4 May 23 & 25	Art as Research <ul style="list-style-type: none"> • Tableaux Triptych • TikTok 	Eisner, E. W. (1997). The promise and perils ... Studio Thursday (No Zoom) Time for Online, Art-Based Discussion	LT1 Post Thursday 9pm Respond by Tuesday 9am
Week 5 May 30 & June 1	Arts-Based Research & Collective Creation Discuss LT3 & Form Groups	Norris, J. (2000). Drama as research ... Online Presentations of LT2 In Discussion Board Forum	LT2 DUE 1st POST by noon
Week 6 June 6 & 8	Online Studio Time (LT3 group)	Online Studio Time (LT3 group)	
Week 7 June 13 & 15	Final Rehearsal & Performance	Rehearsal & Presentation LT3 DUE 13th of 15th	LT3 DUE 13th or 15th (TBD)

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Art-Based Discussion, worth 30% (online each post & response = 10%)

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). During these discussions, we will not meet in class on Thursdays to allow studio time for the creative activities of this task (though additional time outside of class-time will also likely be required).

Each discussion post and response is worth 10% (both are required to complete the task). The discussion opens with a provocation from the instructor on Tuesday with a question that you will answer through an **Artwork** representing your personal perspectives.

- 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. Emailed submissions will not be considered.

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 **Thursday, 9:00pm**.
- **2nd Post (Response-to-Peer):** Create a second work of art in response to an assigned peer's post and upload a digital version in the same thread as your peer's post by the following **Tuesday, 9:00am**.

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 **Artwork** clearly represents concepts or ideas related to the provocation ____/30%
- The **Artwork** is created and submitted in the assigned format ____/10%
- The **Artwork** demonstrates artistry: aesthetic awareness, provocative, skilled, emotive ____/10%
- The **Response-to-Peer** clearly represents concepts or ideas inspired by the peer's post ____/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: Mini-Monologue as Form of Representation for ABR, 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 the world through the arts. **Arts integration enables learning to take place through the processes of sense-making through 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.” (sshrcc-crsh.gc.ca retrieved Dec 2020). You are the knowledge-holder with lived-experience that can inform your inquiry and represent your knowledge through a mini-monologue. Format and submission instructions will be discussed in class and posted on D2L. *No experience in dramatic writing or performance is required; however, we WILL explore specific techniques that you can apply to this task through the arts-based discussion board.*

The resulting work of art will represent your subjective knowledge on a common inquiry (TBD).

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 the required format and includes all assigned documents ____/20%
- The script clearly identify three themes with content that informs the topic of inquiry ____/30%
- The performance is well-rehearsed, engaging, and demonstrates aesthetic or creative intentions ____/40%
- The performance is expressive and demonstrates commitment to the role and authenticity ____ 10%

3. LEARNING TASK 3: Group Contribution to Collective Creation, worth 30%

At this point in the semester, you will have learned a variety of arts-based forms that can be used for exploring a topic through the arts. As you learned in LT2, these can be used for representing personal knowledge. In addition, they can also be used as methods for conducting arts-based research to understand and represent the knowledge of others. As a class, [we will research a topic of inquiry \(TBD\)](#), this time by exploring perspectives other than our own and represent our emergent findings through the arts. Emergent knowledge is an understanding that *comes into view or arises out of experience*. 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.

Detailed, step-by-step instructions 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. Final presentations will be scheduled (in-class sign up) for one of the two last dates of class. Presentations will be live, online via Zoom, and recorded (for assessment purposes). Each presentation will include three different forms of representation that are co-created by all group members. **The length of time for presentations will be determined 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, student is able to clearly explain their part in the process as part of the collective work ____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/responses (which receive a zero if either is 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.