INTEGRATING ARTS EDUCATION

Course number | EDUC 307 S01
Program/specialization | B. Ed. Program
Instructor name | Dr. Yvonne Poitras Pratt
Email | yppratt@ucalgary.ca
Instructor Email Policy | Responds to @ucalgary emails* within 24 hours on weekdays; emails sent after 5 pm or on weekends will be responded to next business day.
Office Location | EDT 614
Office hours | By appointment
Office Telephone No | 1.403.220.6116
Class Dates | Spring 2022; May 4 – June 16, 2022
Online Zoom sessions | Tuesday & Thursday (4 – 5:30 pm) MST

*Students are required to use a University of Calgary (@ucalgary.ca) email address for all communication.

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

Online (Zoom) sessions every Tuesday and Thursday from 4 - 5:30 pm MST. For Zoom sessions you require a computer with a camera, microphone, and speakers. Please test equipment prior to the first day of class.

COURSE DESCRIPTION:
This course will serve as preparation for individuals interested in understanding effective learning through the arts. Specific knowledge and technique in arts-based processes will be acquired in an online environment, and applied through collaborative, creative learning tasks. 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, and collaboration (adapted from Ministerial Competencies, Alberta Education) 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 arts-based research projects; 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 with ongoing engagement in a D2L environment and through our synchronous (Zoom) sessions (please see schedule below for dates and times).

**REQUIRED READINGS:**


Post PDF (*instructor is author; classroom teaching use is permitted*)

Post PDF (*scan from a print copy; fair dealing)

**INSPIRATIONAL RESOURCES:**
- Adrian Huysman (2020), Home is where the land is – the Mountain Métis, a collage-making and community-based video project: [https://youtu.be/WkxUenJRvT0](https://youtu.be/WkxUenJRvT0)
- Teena Dickerson (Red Deer College visual artist)
- Craig Ginn (musician and U of C religious studies instructor) [https://youtu.be/vk8lrD1QIsY](https://youtu.be/vk8lrD1QIsY)
- Fort Calgary virtual tour - [https://www.fortcalgary.com/fortcalgaryevents/upcoming-events](https://www.fortcalgary.com/fortcalgaryevents/upcoming-events)

**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:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
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<tbody>
<tr>
<td></td>
<td>Sparking your cultural</td>
<td>responsive teaching: Engaging cultural imagination, pp. 89-99.</td>
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<td>Eisner, E. W. (2002). What can education learn from the arts about the practice of</td>
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<td>education? Journal of curriculum and supervision, 18(1), 4-16</td>
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<td>to reconciliation.</td>
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<td></td>
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<td>a creative curriculum, pp. 268-279.</td>
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LEARNING TASKS AND ASSESSMENT (DETAILED HANDOUTS FOR EACH LEARNING TASK WILL BE POSTED IN D2L)

**LEARNING TASK 1: Artefacts and cultural imagination – 30%**

Students will creatively express the meaning behind a personal cultural artefact (through a recorded oral expression) and respond to three other student videos in a fair and respectful way thereby engaging cultural imagination (Tisdell & Toliver, 2011).

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

- Identify connections between a cultural artefact and personal lived experience through a creative oral expression.
- Select three peer videos that spark your cultural imagination and post a short response to each describing how you connect with the message.
• Videos and responses are consistently fair, respectful, and conveyed with integrity in keeping with professional practice standards for teachers.

**LEARNING TASK 2: “Postcards of Resilience” - 30%**

Students will practice creative methods to individually create a postcard that includes visual and textual content to address a current social justice issue (Onses-Segarra, Hurtubia, & Forés, 2021). Collectively, these images will serve to foster hope, resilience, and to make-meaning of our current complex teaching and learning environment yet these postcards exist as individual expressions that can be brought into your professional roles.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

- Create an aesthetic visual representation of a social justice issue that conveys the concept of resilience.
- Written message makes meaningful connections with the visual representation and a minimum of one of the required readings.
- Communicates an insightful, compelling, and focused message that honours cultural diversity, and promotes intercultural understanding.

**LEARNING TASK 3: Re-imagining core subjects through arts integration - 40%**

Working with a partner, students will re-imagine a specific grade, core subject and outcome through the arts and submit an arts-integrated teaching strategy (drawing on Orr & Shreeve, 2017, pp. 97 - 99, and showing connections across subjects). You will work with your partner to create a 5 minute activity to share with the class. As a final step, students will individually submit a 250 word “letter to the learning community” on how arts integration contributes to quality teaching and learning practices.

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 3**

- Select an appropriate learning outcome from a core subject across grades 1 to 12 and articulate one teaching strategy that enables students to explore artistic elements and principles.
- Collaborate with a partner to design an appropriate learning activity that applies an arts-integrated approach, and simulate the role of a teacher to facilitate a 5 minute lesson to the class.
- Written response incorporates a minimum of two of the required readings and attends to proper grammar, formatting, writing mechanics, and referencing using APA 7th edition format.

**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 (specifically Zoom sessions) with the exception of documented instances of personal or family illness or for religious requirements. Zoom sessions are designed to facilitate group-based, experiential learning. Many of the processes you are expected to use in your assignments will be learned together, live, and require a collaborative contribution from everyone. Likewise, learning tasks that are to be shared as live presentations are governed with the same policies as scheduled examinations.
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. 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

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<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent – Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
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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
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

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 2019 – 2020 academic year is Kevin Dang, esa@ucalgary.ca.

Werklund SU Representative is Dhwani Joshi, educrep@su.ucalgary.ca.