

**EDUC 460.04 and 460.13: Specialization I – Fine Arts****Winter, 2024**

AB

Term Dates: January 8-March 8, 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 or talk to me 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:**

The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specialization of *discipline*. Theory as connected to an understanding of practical classroom experiences will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

**LEARNER OUTCOMES:**

Students will be knowledgeable about:

1. Developing a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology;
2. Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
3. Exploring and applying introductory theory related to the teaching of the discipline with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
4. Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

**COURSE DESIGN AND DELIVERY:** This course will be delivered in person and through interaction in a D2L environment.

**REQUIRED RESOURCES:**

Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3420063>

**Required Resources Available Online:**

Alberta Education. *Program of Study*. [your discipline and level – dates vary] Available online at:

<https://www.alberta.ca/programs-of-study.aspx>

Alberta Education (2020). Ministerial Order on Student Learning:

<https://open.alberta.ca/publications/ministerial-order-on-student-learning-2020>

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction* :

[https://education.alberta.ca/media/384968/makingadifference\\_2010.pdf](https://education.alberta.ca/media/384968/makingadifference_2010.pdf)

Martin, B.H. (2022). *All four arts and arts for all*. ATA Magazine, Spring 2022, Volume 102 (3), pg. 18- 20.

<https://ezproxy.lib.ucalgary.ca/login?url=https://www.proquest.com/trade-journals/all-four-arts/docview/2729571359/se-2?accountid=9838>

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due
Week 1 Jan 8&12	<ul style="list-style-type: none"> <li>Welcome and introductions</li> <li>The role of arts in transforming consciousness</li> <li>Aesthetic awareness, provocation and response</li> </ul>	<b>Read prior to class</b> Eisner (2002) Chapter 1	
Week 2 Jan 15 & 19	<ul style="list-style-type: none"> <li>How children learn &amp; effective learning design</li> <li>Visions and versions of arts education: DBAE, Arts Integration, Art for Art's Sake, ASL, Learning in, About &amp; Through the Arts, etc.</li> </ul>	<b>Read prior to class</b> Eisner (2002) Chapter 2	
Week 3 Jan 22 & 26	<ul style="list-style-type: none"> <li>What the arts teach and how it shows</li> <li>Arts and cognition</li> <li>Creative classroom culture &amp; Social empowerment</li> </ul>	<b>Read prior to class</b> Eisner (2002) Chapter 4	
Week 4 Jan 29 & Feb 2	<ul style="list-style-type: none"> <li>Why teach the arts in schools?</li> <li>Elements &amp; principles of the disciplines</li> <li>Inquiry through the arts</li> </ul>	<b>Upload PPT to Dropbox</b> <b>Present Monday</b> <b>No reading this week</b>	<b>LT1 Due</b> <b>Jan 29</b>
Week 5 Feb 5 & 9	<ul style="list-style-type: none"> <li>Effective arts assessment</li> <li>Designing meaningful rubrics</li> </ul>	<b>Read prior to class</b> Eisner (2002) Chapter 6	
Week 6 Feb 12 & 16	<ul style="list-style-type: none"> <li>Ministerial orders, curriculum and standards</li> <li>Arts education across the nation</li> </ul> Instructional design: connecting outcomes with meaningful activities	<b>Read prior to class</b> Eisner (2002) Chapter 7	
Week 7 Feb 19-23	<b>Term Break</b> <b>Do Something For Your Wellness Every Day</b>	😊	
Week 8 Feb 26 & Mar 1	<ul style="list-style-type: none"> <li>What education can learn from the arts</li> <li>Planning for equity, diversity, and inclusion</li> </ul>	<b>Read prior to class</b> Eisner (2002) Chapter 8	<b>LT2 Due</b> <b>Feb 26</b>
Week 9 Mar 4 & 8	<ul style="list-style-type: none"> <li>Learning design workshops</li> <li>Self &amp; peer assessment for formative feedback</li> </ul>	<b>No reading this week</b> <b>Upload PDF to Dropbox</b>	<b>LT3 Due</b> <b>Mar 8</b>

**CHANGES TO SCHEDULE:**

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

**LEARNING TASKS OVERVIEW**

LEARNING TASK (LT)	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	<b>Pecha Kucha – Presentation &amp; PPT</b> <i>Knowing the discipline as scholars</i>	Individual	30%	Jan 29
Learning Task 2	<b>Arts-Based Research – Collective Creation</b> <i>Knowing the discipline as artists</i>	Group	30%	Feb 26
Learning Task 3	<b>Lesson Plan &amp; Rubric</b> <i>Knowing the discipline as teachers</i>	Individual	40%	Mar 8

**LEARNING TASKS AND ASSESSMENT**

There are THREE required Learning Tasks for this course.

**1. LEARNING TASK 1: Pecha Kucha - DUE: [January 29](#)**

*Knowing the discipline as scholars*

The purpose of this assignment is for you to reflect thoughtfully about your perspectives of arts education in answer to the guiding question, *why teach the arts in school*. This is an individual research project, where you are tasked with formulating an informed perspective (supported by scholarly work) on **why YOUR AREA of SPECIALIZATION** is not only important, but essential to a high-quality, public education.

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

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

The criteria for assessment includes:

- Perspective is clearly articulated, compelling, and grounded in disciplinary language, concepts and terminology 30%;
- Presentation provides evidence (benefits) on why your specialization should be in school 30%;
- Scholarly sources are appropriate and support statements 20%;
- Format of presentation is professional, meets criteria, and is aesthetically engaging 20%.

**2. LEARNING TASK 2: Collective Creation - DUE: [February 26](#)**

*Knowing the discipline as artists*

The purpose of this assignment is for you to collaborate with colleagues on an arts-based research project in one of the arts disciplines (your area of specialization) where you ponder an inquiry question together and represent your collective answer through the arts. Working with an assigned group, you will design and create a work of art or performance that represents your shared perspectives. Through a series of in-class activities, your group will derive a sub-question; explore and reveal self-knowledge and generate shared knowledge; express understandings and engage your audience. Each group will have 10 minutes to present their work of art/performance as part of our scheduled class.

- Please note that although there is dedicated class time in the schedule for group work, additional time will likely be required outside of class.

Please get instructor approval on your sub-question and artwork ideas before proceeding. In order to avoid the costs of art supplies, you are encouraged to use recycled and found materials for media.

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

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

The criteria for assessment includes:

- Full, active engagement in group process from sub-question ideation and knowledge exploration to artwork creation and exhibit/performance 50%;
- Artwork clearly represents 3-5 themes that address the topic of inquiry 30%
- Presentation is professional, engaging, with aesthetic qualities that demonstrate creativity and artistry 20%.

### 3. LEARNING TASK 3: Lesson Plan & Rubric - DUE: **March 8**

*Knowing the discipline as teachers*

The purpose of this assignment is for you to reflect on and engage in learning design that describes teacher strategies and student activities (including appropriate differentiation) in a way that creates conditions for acquisition and assessment of learning outcomes for a specific grade's program of study.

*Specific topic and requisite planning templates will be discussed in class then posted on D2L.*

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

The criteria for assessment includes:

- Identifies appropriate learner outcomes from POS and summarizes them in terms of what *students will be able to* do as a result of the planned activities; 10%
- Plans and adequately describes appropriate teacher strategies and student activities that clearly connect to each learner outcome; 40%
- Rubric specifically includes ways to assess acquisition of all identified POS learner outcomes; 30%
- Overall plan is logical, cohesive, professional and adheres to format requirements including accommodations for ELL, ADHD, and gifted 20%
  - Accommodations planning will require getting to know the student profiles and spending time reviewing Part 2 of Making A Difference (Alberta Education, 2010). Supporting accommodation suggestions with the source and page numbers is required.

### 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 may be docked 10% per day late.** 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](mailto:esa@ucalgary.ca).

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