

**EDUC 460.04 & 460.13: Fine Arts Specialization I
Winter, 2021**

Section	Instructor	Time	Location	Email
Course Coordinator:				Course Coordinator Email
S01	Brittany Harker Martin	See schedule for Zoom sessions & weekly tasks	On-line	bhmartin@ucalgary.ca

Class Dates: January 11-March 12, 2021

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 (I have a very flexible schedule on weekdays between 9:00am – 5:00pm and am happy to work with your schedule to meet via Zoom or chat over the phone). Email sent after 5:00pm will be responded to the next business day, as will email sent on weekends (and I extend the same courtesy to you ☺).

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 specializations of Early Childhood Education. 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:

Over the course of the semester, students will:

- 1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.
- 2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 3) Explore and apply 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 design 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 face-to-face on campus with possible engagement in a D2L environment.

REQUIRED RESOURCES:

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

E-book for purchase and download from the following vendors

[Amazon Kindle](#) ; [Kobo](#)

Alberta Education (2016). The Guiding Framework for the Design and Development of Kindergarten-Grade 12:

<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

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

https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Please download and use often: Alberta Education (2015) *Program of Study (for your discipline)*

<https://education.alberta.ca/fine-arts-10-12/programs-of-study/>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1: Pecha Kucha PPT Presentation	Knowing the discipline as scholars: Pecha Kucha presentation “Why teach [your specialization] in schools?”	Individual	30%	Jan 29
Learning Task 2: Creative Project and Lesson Plan	Knowing the discipline as artists: Designing artistic learning and assessment for diverse and inclusive classrooms	Group	30%	Feb 12
Learning Task 3: Mini-Unit Plan	Knowing the discipline as teachers: Short-Term Learning & Assessment Plan	Individual	40%	Mar 12

THIS COURSE OFFERS A BLEND OF SYNCHRONOUS AND ASYNCHRONOUS LEARNING IN ALTERNATING WEEKS:

- 4 REQUIRED SYNCHRONOUS (LIVE) ZOOM SESSIONS – PLEASE ATTEND - RECORDINGS WILL NOT BE POSTED

Session 1: Monday, January 11th 12:30pm – 2:00pm

Session 2: Monday, January 25th 12:30pm – 2:00pm

Session 3: Monday, February 8th 12:30pm – 2:00pm

Session 4: Monday, March 1st 12:30pm – 2:00pm

- NON-ZOOM WEEKS WILL INVOLVE ASYNCHRONOUS LEARNING – SEE SCHEDULE AND D2L FOR ACTIVITIES

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Jan 11-15	Welcome & Introduction	Eisner Chapter 1: The Role of the Arts in Transforming Consciousness	Zoom Friday 12:30- 2:00
Jan 18-22	The debates: DBAE, Arts Integration, Art for Art's Sake, etc.	Eisner Chapter 2: Visions and Versions of Arts Education	
Jan 25-29	Making Learning Visible	Eisner Chapter 4: What the Arts Teach and How it Shows Learning Task 1 DUE: January 29 In Class (TBD)	Zoom Friday 12:30- 2:00
Feb 1-5	Designing Lessons & Rubrics	Eisner Chapter 6: The Centrality of Curriculum and the Functions of Standards See Alberta Education Links	
Feb 8-12	Group Projects	Learning Task 2 DUE: February 12	Zoom Friday 12:30- 2:00
Feb 15-19	Reading Week	<i>Please schedule something for your wellness ☺</i>	
Feb 22-26	Assessment in the Arts Planning for Diversity	Eisner Chapter 7: The Educational Uses of Assessment and Evaluation in the Arts Making a Difference (Alberta Education, 2010)	
Mar 1-5	Knowing your POS Unit Planning	Eisner Chapter 9: What Education Can Learn from the Arts Programs of Study (Alberta Education, 2015)	Zoom Friday 12:30- 2:00
Mar 8-12	Unit Planning Workshop	Peer Review Workshop – March 9 (optional) Learning Task 3 March 12 – D2L Dropbox	

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.

LEARNING TASKS AND ASSESSMENT

There are 3 required Learning Tasks for this course.

1. LEARNING TASK 1: Pecha Kucha Presentation - 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 a mini 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.

- Begin by searching Google Scholar and/or the University library databases to find 2-3 scholarly sources that inform and support your response.
 - Suggested scholars include (but are not limited to): Howard Gardner, Mihaly Csikszentmihalyi, Rita Irwin, Carl Leggo, Anita Sinner, Elliot Eisner, Barb Bickel, Loris Malaguzzi, Maxine Greene, John Dewey, Celeste Snowber, Peter Gouzouasis, etc.
- Create a Pecha Kucha (20 slides, 20 seconds each) that: 1) describes how the arts have enhanced your education; 2) identifies benefits of the arts for students (supported by scholarly sources), 3) and explains why it is important to include the arts [and your area of specialization] in schools.
 - Use your time and slides to engage and convince us that the arts belong in schools!

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

Pecha Kucha - 20 PPT slides x 20 seconds each. This means 6 minutes and 40 seconds per person - No exceptions (set timings to automatically scroll 20 seconds per slide.) For assessment purposes, please submit your PPT prior to class via D2L Dropbox. Use the first slide to present your name and title; use the last slide for References in APA. Use the remaining slides (18) for images and text.

The criteria for assessment includes:

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

Rubric details to be discussed in class

Assignment 1 Criteria	Emergent C- & lower	Satisfactory C to B-	Good B to A-	Excellent to Outstanding A to A+	
Disciplinary Perspective /30					wow
Evidence of Benefits /30					wow
Scholarly Sources /20					wow
Format & Style /20					wow

2. LEARNING TASK 2: Creative Project and Lesson Plan - DUE: February 12

Knowing the Discipline as Artists

- 1) There are two purposes of this assignment: 1) to collaborate with colleagues on a collective, creative project where you respond to a provocation together and represent your perspectives through art, and; 2) to collaborate on a lesson plan that you could use to teach students to go through the same process. The following questions can guide your project design:
- **Post:** Respond to the provocation by discussing it and exploring group members' perspectives. Once you have decided on what you have to "say" through art, discuss the most appropriate art form(s) to present your perspective(s). It may be one unified work, or a curation of individual works; it may be static (something to be viewed) or a live performance (10 min max). Curate your final exhibit in **ONE PPT or video and post it on the Discussion Board with your group's lesson plan.**
 - **Plan:** After you have completed the artwork, work with your group to reverse engineer the process that you went through (exploring the provocation, collaboration, creation, curation) and write up a 3-lesson plan (75 minutes each) that identifies learner outcomes, and describes the teacher and student activities, by minute (see template on D2L).

Note: It is important that you acknowledge that your lessons may require class time for student work; however, studio time should **not** be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (ie. "Requires 2 classes of additional studio time").

Please consult with your instructor on your artwork ideas before proceeding. In order to avoid the costs of art supplies, you are encouraged to consider using found or recycled materials for media.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

Each group will post their work of art/performance in the D2L Discussion Board with their lesson plan. The criteria for assessment includes:

- Post: Exhibit (PPT) or performance (video) clearly represents ideas and is related to the provocation;
- Plan: Lesson plan clearly articulates what the teacher will do and what the students will do to replicate the project from provocation to final product.
- Professional: Post is professional, meets terms of assignment, and demonstrates equal contributions by all group members (peer consultation may result in adjusting individual grades).

Rubric details to be discussed in class

Assignment 2 Criteria	Emergent C- & lower	Satisfactory C to B-	Good B to A-	Excellent to Outstanding A to A+
Artwork as representation /50				wow
Lesson plan /30				wow
Overall presentation /20				wow

3. LEARNING TASK 3: Extension Lesson Plans – DUE: March 12

Knowing the Discipline as Teachers

The purpose of this assignment is for you to reflect on project from LT2 and to extend that lesson with another 2 lessons that teach outcomes from your area of specialization, including assessment and differentiation. Each lesson should:

- identify 1-2 learner outcome(s) to be met in the lesson from the POS (include reference numbers);
- clearly articulate a learner statement that begins, “Today learners will be able to...”;
- include details of student and teacher activities, planned by the minute (See template on D2L);
- include a rubric to assess evidence of achievement levels for learner outcomes.

We will discuss this mini-unit plan and assessment in class – do not start until advised to do so.

Note: It is important that you acknowledge that your lessons may require class time for student work; however, studio time should **not** be a full lesson plan. If class time is required between lessons to complete work, simply indicate this at the end of the lesson plan (ie. “Requires 2 classes of additional studio time”).

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Include accommodations for three students: ELL, ADD, and gifted. This will require spending time reading Part 2 of Making A Difference (Alberta Education, 2010). Support accommodation suggestions with the source and page numbers.

The criteria for assessment includes:

- Overall lesson plans are logical, cohesive with a sense of unity and adhere to format requirements
- Lessons identify learner outcomes that appropriately extend student learning in the discipline and adequately describe student and teacher activities.
- Assessment plan includes rubric for summative assessment of learner outcomes.

Format: 8-10 pages max. (incl. References); Cover page with first & last name; Times New Roman 10; single-spaced, stapled.

Rubric details to be discussed in class

Assignment 3 Criteria	Emergent C- & lower	Satisfactory C to B-	Good B to A-	Excellent to Outstanding A to A+
2 Lessons - 50%				wow
Assessment – 20%				wow
Differentiation – 20%				wow
Overall Plan – 10%				wow

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**. 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

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 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.