



Faculty of Education Fall 2015

EDUC 813

Improving the Art of Teaching

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Course website: <http://benjaminbolden.ca/teaching/improving-the-art-of-teaching/>

Course Description

EDUC 813 explores the art of teaching from scholarly and pedagogical perspectives. Literature includes teacher knowledge and thinking, strategies for improving professional development, and processes of change in school settings. The course will involve the use of approaches such as pattern, design, story, metaphor, rhythm, and mystery as strategies to enhance teaching and learning.

This course explores conceptions of teaching as art and explores interfaces between teaching and art, such as artful examination of self as teacher, arts based research, arts infused learning, and teaching with and for creativity. The course is designed for teachers at all career stages and in all contexts. No artistic knowledge or experience is required. By the end of the course students will have further developed understandings of teaching and learning that will inform and enhance their practices.

Learning Outcomes

By the end of the course, students will be able to...

- critically examine ideas, research, and information and explore personal relevance
- collaborate to develop deeper understandings
- identify and unpack personal orientations to teaching and learning
- use artistic processes to explore, analyze and make meaning from teaching and learning phenomena
- infuse teaching approaches and practices with artistic processes and habits of mind

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Assignments	<i>Description</i>	<i>Due Date</i>
Reading Responses 15%	<p>- Choose a brief quotation within each of the assigned readings that is particularly meaningful or stimulating or resonant—something that you can ‘take with you’. Write a very brief response that a) encapsulates your understanding of the quotation and its context within the reading b) connects to your own thinking/ research/ teaching/ learning/ experience. <i>Maximum one page for all readings (not one page per reading).</i></p> <p>- Please submit responses to <i>at least</i> 15 readings over the term. They will be assessed and awarded a mark between 0-2. 2 -- a rich and thoughtful response. 1 -- something significant is missing. 0 -- the assignment should be re-done.</p>	throughout course
Narrative 15%	Create and analyze a personal narrative that contributes to improving your understanding of teaching and learning. You may, for example, work with a narrative that describes an individual (such as a teacher or learner) or an experience that has particular educational significance for you.	Due: Session 3
<i>You will choose two of the following three assignments to do:</i>		
Resource Review Presentation 20%	Design a 20-minute presentation in which you review a book, research report, website(s), video, or collection of related articles (about 3). Content must connect to the course, i.e. explore an aspect of improving teaching and/or the arts-education interface. You will synthesize this presentation into a 500-word summary to submit on the day of your presentation.	Proposals: Session 4 Presentations: Sessions 5-10
Professional Development Session 20%	In pairs collaboratively design and lead a 40-minute active learning workshop session that helps participants improve their teaching or understanding of it (a presentation you might give to teachers on a PD day). The workshop must reflect a strong basis in theory but is to be primarily applied in nature. The session must be much more than sharing information and ideas—the class will be doing/experiencing something (e.g. analyzing personal teaching/learning understandings from a particular perspective; engaging as learners in an innovative teaching/learning strategy). The intention is to engage the teachers in the topic by involving them in constructivist and arts-based learning experiences (discussions, narratives, role-playing, arts/creative activities, problem-solving, collaborative planning and analysis, etc.). You will submit a 500-word workshop overview/summary on the day of your presentation.	
Teacher Interview 20%	Interview an educator that you can learn from (e.g. a favourite teacher) in order to explore that teacher’s knowledge of teaching and learning. You will analyze the data using qualitative and/or artistic processes, and submit a report (c. 2000-2500 words) that discusses your findings and connects to literature. You will present a 10-15 minute summary of your report to the class.	
<i>You will also do the final project:</i>		
Final Project 30%	<p>Submit a piece of work that addresses the arts-education interface and serves as a means for you to improve your teaching (or understanding of it). The parameters of this assignment are broad with the intention of enabling you to devise a project that is engaging and meaningful for you. The scope of the work should be roughly equivalent to a 3000-word paper. Some ideas:</p> <ul style="list-style-type: none"> • create 3 narratives or portraits, analyze, identify themes, discuss, and connect to literature from the course and elsewhere • interview a former teacher and treat the responses artistically, e.g. develop a play or other work of art that illuminates themes. Provide accompanying material that elucidates what you have done and intended with your artistic response, with connections to literature. • produce a piece of art (working either in a familiar art discipline or a new one for you) and analyze what you notice and learn along the way that could help you in your teaching. Connect your analysis to literature. • compile a literature review and work it artistically (e.g. make use of musical structuring devices and introduce and develop themes and motives symphonically) 	Due: Session 12

Course Grading Policy

Queen's University Grading Scale Effective May 1, 2011

A+	4.3	90-100	Original work, very well organized and expressed
A	4.0	85-89.9	with sound critical evaluations. Clearly in command
A-	3.7	80-84.9	of techniques and principles of the discipline.
B+	3.3	77-79.9	Good grasp of the topic, accurate knowledge, some
B	3.0	73-76.9	evidence of critical evaluations, ability to synthesize
B-	2.7	70-72.9	and to discriminate relevant issues.

B- is the minimum passing grade in Graduate Studies; a grade less than B- is a failing grade.

Course Schedule

	<i>session topic</i>	<i>readings</i>	<i>assignments due</i>
1 Sep.16	What is teaching to you?	Introductory Exercises Arting Freewriting Wagner 2012 (youtube);	
2 Sep.23	Who is the self that teaches?	Palmer 1997 Bartel 2005 Bolden 2008	Reading Responses (RR)
3 Sep.30	Narrative and teacher knowledge	Aoki 1992 Clandinin 2006 <i>Clandinin & Connely 1996 OR Connely et al. 1997</i>	RR Narrative
4 Oct.7	Artfully examining teaching and learning	Barone & Eisner 2013 Ch. 1 Sage encyclopedia entries: <ul style="list-style-type: none"> • art-based research, • art-informed inquiry, • a/r/tography <i>Blaikie 2013 (visual art) OR Sullivan 2000 (poetry) OR Barone 1989 (narrative)</i>	RR Proposals —Resource Review, PD Session, Teacher Interview (2 out of 3)
5 Oct.14	How is teaching an art?	Eisner 1991 Simpson et al. 2005 <i>Guest: Adam Bell</i>	RR Presentations
6 Oct.21	What do the arts offer education?	Greene 2007 Smithrim & Upitis 2002	RR
7 Oct.28	Influence of arts on learning	President's Committee 2011 Upitis 2011 (excerpt)	RR Presentations Proposal —Final Project
8 Nov.4	What is wrong with teaching (today)?	Gatto 1992 Gatto 2003 Robinson 2006 (youtube)	RR Presentations
9 Nov.11	Teaching with and for creativity	Robinson 2011 (Ch. 10) Robinson 2010 (youtube) Sawyer 2014	RR Presentations
10 Nov.18	Complexity in teaching and learning	Davis, Sumara, Luce-Kapler (2015) Ch. 4.3	Presentations
11 Nov.25	TBA		
12 Dec.2	none	Informal sharing of final projects.	Final Project

Readings

- Aoki, T. 1992. Layered Voices of Teaching: The Uncannily Correct and the Elusively True. In Understanding Curriculum as Phenomenological and Deconstructed Text, ed. William F. Pinar and William Reynolds, 17–27. New York: Teachers College.
- Barone, T. (1989). Ways of being at risk: The case of Billy Charles Barnett. *The Phi Delta Kappan*, 71(2), 147-151. <http://www.jstor.org/stable/20404091>
- Barone, T. (2008). Arts-Based Research. In Lisa M. Given (Ed.), *The Sage Encyclopedia of Qualitative Research Methods*. (pp. 29-33). Thousand Oaks, CA: SAGE Publications, Inc. Bartel, Lee. (2005). Tell me a story! *Canadian Music Educator*, 46(3), 15-16.
- Barone, T., & Eisner, E. (2012). *Arts based research*. Thousand Oaks, CA: SAGE Publications, Inc. (**Excerpt only**: Chapter 1, available at https://us.sagepub.com/sites/default/files/upm-binaries/40238_1.pdf.)
- Blaikie, F. Navigating conversion: An arts-based inquiry into the clothed body and identity. *Visual Culture and Gender*, 8, 58-69. <http://vcg.emitto.net/8vol/Blaikie.pdf>
- Bolden, B. (2008). The ‘F’ word. *Canadian Music Educator*. 50(2), 2-3.
- Clandinin, D. J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, 27(1), 44-54.
- Clandinin, D. J. & Connelly, M. F. (1996). Teachers' professional knowledge landscapes: Teacher stories. Stories of teachers. School stories. Stories of schools. *Educational Researcher*, 25(3), 24-30. <http://www.jstor.org/stable/1176665>
- Connelly, M. F., Clandinin, D. J. & He, M. F. (1997). Teachers’ personal practical knowledge on the professional knowledge landscape. *Teaching and Teacher Education*, 13(7), 665-674.
- Davis, B., Sumara, D. and Luce-Kapler, R. (2015). *Engaging Minds: Cultures of Education and Practices of Teaching*. London: Routledge. (**Excerpt only**: Chapter 4.3.)
- Eisner, E. W. (1991). What the arts taught me about education. *Art Education*, 44(5), 10-19. <http://www.jstor.org/stable/3193290>
- Gatto, J. T. (1992). The seven-lesson schoolteacher. Retrieved Dec. 1, 2011, from <http://www.newciv.org/whole/schoolteacher.txt>
- Gatto, J. T. (2003). Against school. *Harper’s Magazine*, September 2003, 33-8. ISSN 0017-789X
- Greene, M. (2007). Interlude: The arches of experience. In L. Bresler (Ed.), *International Handbook of Research in Arts Education*, 657–662. Springer. ISBN 1402029985.
- Irwin, R. (2008). A/r/tography. In Lisa M. Given (Ed.), *The Sage Encyclopedia of Qualitative Research Methods*. (pp. 27-29). Thousand Oaks, CA: SAGE Publications, Inc.
- Knowles, J., & Cole, A. (2008). Arts-Informed Research. In Lisa M. Given (Ed.), *The Sage Encyclopedia of Qualitative Research Methods*. (pp. 33-37). Thousand Oaks, CA: SAGE Publications, Inc.
- Palmer, P.J. (1997). The heart of a teacher. *Change Magazine*, 29(6), 14-2. http://www.couragerenewal.org/PDFs/Parker-Palmer_The-Heart-of-a-Teacher.pdf
- President’s Committee on the Arts and the Humanities. (2011). *Reinvesting in arts education: Winning America’s future through creative schools*. Washington, DC: President’s Committee on the Arts and the Humanities.
- Robinson, Ken. (2011). *Out of our minds: Learning to be Creative*. Chichester: Capstone Publishing Ltd. (**Excerpt only**: Ch. 10 Learning to be creative.)
- Sawyer, R. K. (2014). How to transform schools to foster creativity. To appear in *Teachers College Record*, 118(4). Retrieved February 15, 2015 from: <http://www.unc.edu/home/rksawyer/PDFs/TCR.pdf>
- Simpson, D. J., Jackson, M. J., Aycocock, J. (2005). *John Dewey and the art of teaching: Toward reflective and imaginative practice*. Thousand Oaks: Sage. (**Excerpt**)
- Smithrim, K. & Uptis, R. (2002). Strong poets: Teacher education and the arts. *Journal of Professional Studies*, 9(1), 19-29. ISSN 1201-3307
- Sullivan, Anne McCrary. (2000). Notes from a marine biologist's daughter: On the art and science of attention. *Harvard Educational Review*, 70(2), 211-227.
- Uptis, R. (2011). *Arts education for the development of the whole child*. Toronto: Elementary Teachers’ Federation of Ontario. (**Excerpt only**: Why do the arts matter, pp. 9-22.) <http://www.etfo.ca/Resources/ForTeachers/Documents/Arts%20Education%20for%20the%20Development%20of%20the%20Whole%20Child.pdf>