



December 31, 2008

University of California, Irvine

A Word from the Director...

Liane Brouillette

In July, 2009, the UCI Center for Learning through the Arts and Technology will welcome the national office of ArtsBridge America back to UC Irvine. We are excited about this opportunity to work more closely with our ArtsBridge America colleagues across the United States and look forward to laying plans for the formation of a national advisory board during the April 24-26 conference.

This fall the Improving Teacher Quality project expanded to serve 13 San Diego elementary schools: Adams, Baker, Balboa, Cadman, Central, Freese, Jefferson, Hamilton, Knox, Logan, Marshall, McKinley, and the Museum School. Each K-2 classroom at each of these schools will receive 27 visits from a teaching artist: 9 lessons in drama, 9 lessons in visual art, and 9 in dance.

With the help of Doug Gilmore and his team from the San Diego County Office of Education Instructional TV unit, we are currently videotaping the full arts curriculum for grades K-2. Our thanks to theater teaching artist Mike Sears and dance teaching artist Roxanne Rojas for allowing us to see them in action!

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Mapping the Beat/ArtsBridge America Conference 2009

SAVE THE DATE!

Friday-Sunday, April 24-26, 2009

The Center for Learning through the Arts and Technology will host the 2009 ArtsBridge America and Mapping the Beat Conference on April 24-26, 2009 at UC Irvine.

Friday, April 24
Mapping the Beat Conference

Saturday, April 25
Strand A: ArtsBridge Administration
Strand B: ArtsBridge Scholar Retreat

Sunday, April 26
Scholar Retreat Day Two

We are excited to gather together once again, building community and enhancing the sustainability of the ArtsBridge America national network and the Center for Learning through the Arts and Technology.

The conference will be an excellent opportunity to network with your peers to discover best practices and tools that will enhance and strengthen your ArtsBridge and Mapping the Beat programs! We will be examining the current and future direction of the national network, including opportunities for publication and models of scholar training.

This year, we are adding a 2-day professional development training retreat providing workshops for top ArtsBridge scholars and teaching artists in dance, music, theater and visual art for elementary, middle and high school classrooms.

We look forward to hearing about the achievements of your programs as we strengthen the network and support each other's work and research in arts education.

(Continued on page 2)

ArtsBridge Scholar Retreat & ArtsBridge America Conference 2009

Jasmine Yep

The Center is pleased to announce the first ArtsBridge Scholar Retreat on April 25-26, 2009. The two-day professional development training will offer training for top undergraduate and graduate ArtsBridge scholars and teaching artists in dance, music, theater and visual art working with K-12 schools. This exciting two-day workshop will take place during the annual Mapping the Beat and ArtsBridge America Conference. These sessions are designed as professional development in tried and tested curricula and signature ArtsBridge America projects.

ArtsBridge Scholar Retreat

Saturday, April 25, noon - 7pm
Sunday, April 26, 9:30am - 2pm
University of California, Irvine

Master teachers will introduce lessons from broadly tested curricula in visual and performing arts for elementary, middle and high school.

- Theater, Music, Literacy
“Reading in Motion”
Grade: Kindergarten
<http://readinginmotion.org/>
- Music, Geography, Social Studies
“Mapping the Beat”
Grades: 4-8
www.clat.uci.edu/mappingtheBeat.html

- Visual Art, Dance, Theater and English Language Arts
“ArtsCore K-2”
Grades: Kindergarten, 1, 2
www.clat.uci.edu/artslessons.html
- Dance, Social Studies, Literacy
“World Dance”
<http://repositories.cdlib.org/clta/artsbridge/>
The Dancing History Collection

For more information about the 2009 Conference, email jjep@uci.edu or thea.vandervoort@lawrence.edu.



Important ArtsBridge America Announcements

ARTSBRIDGE AMERICA NATIONAL HEADQUARTERS TRANSITION TO CALIFORNIA

We are happy to announce that the national headquarters of ArtsBridge America (ABA) will be moving back to California in June 2009. We would like to reassure you that this transition will not affect you in any way. We see it as a time of opportunity, strength and growth for the organization. The home of ABA will be reunited with the CLA&T at UCI. In addition, the organization will be strongly reconnected with the Journal for Learning through the Arts. In this manner, the CLA&T and ABA can offer a venue for publication that can assist administrators and professors with tenure and professional standing.

This transition will expand and deepen the effectiveness of the network. We are working to use it as a way to increase the value of ArtsBridge America. We are at a turning point in sustaining the longevity of ABA. This transition is an opportunity to think more ambitiously about what the mission and goals of ABA can be.



ANNOUNCING: ABA NATIONAL ADVISORY BOARD

In the spirit of sustainability, we have decided to create a National Advisory Board for the ArtsBridge America network. We also encourage the state clusters to develop local advisory boards to assist with administrative and governance decisions. Please see the ArtsBridge America January 2009 Newsletter for additional information and guidelines for potential board members.

Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities

From Critical Contributions, Volume 4, Issue 1, 2009

Co-editors: Dr. Bobbi McKean and Dr. Liane Brouillette

Read the new issue of the Journal for Learning through the Arts at <http://repositories.cdlib.org/clta/Ita/>

- ❖ Second graders extending Jack and the Beanstalk to include a homicide investigation of the Giant.
- ❖ Secondary English students going into role as editors publishing an anthology of poetry.
- ❖ First graders responding to picture books through drawing and writing.
- ❖ Fourth graders critically examining ecological issues through popular culture and art creation.
- ❖ Primary students in Turkey acting out stories to extend understanding and appreciation for their own strategies for learning to read.
- ❖ English Language Learners finding opportunities to express their dual cultural influences through visual art.

These are all examples of arts integration projects chronicled in the new issue of the Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities. In each instance, teachers and students call on the arts to create places where critical, creative and reflective thinking extends the learning process across the curriculum.

The first article in Volume 4, Issue 1, sets the tone of this issue by outlining the ways in which the arts offer opportunities for “pedagogical engagements” where students and teachers can re-imagine curriculum through collaborative story telling, devising and role drama. Elementary students engage with drama to move beyond reenactment to consider what might have happened in the lives of the characters, and secondary students participate in role drama in order to encourage a critical reading and reinterpretation of curriculum.

Other authors expand on this conceptualization of text in their inquiry into the relationship between drawing and writing with first grade students. When drawing is valued alongside the writing process, the ways in which children can and do construct meaning expands.

Ecological thinking combined with creative, critical and reflective thinking is that landscape for performative inquiry in a study in a fourth grade classroom. Here students investigate the popular media form of animé in order to expand their own critical and creative understandings. The article includes suggestions for how classroom teachers can initiate their own explorations of ecological issues through the visual arts.

In another part of the globe, Güngör presents an intriguing look at the effects of drama on the reading comprehension strategies and attitudes of primary schoolchildren in Turkey. Through drama, beginning readers are encouraged to ask questions, test out hypotheses, act out what they know – all of which compliment and extend the reading strategies they are learning to employ. We are excited to include Güngör’s work in this issue to highlight the globalization of arts integration in education.

We continue to examine the power of arts integration with middle school English language learners in America. Through the addition of unstructured art periods within the ELL classroom, the authors found that as the art developed, students were eager to discuss the images they created and dialog and conversation in English increased not only during the art periods but across other areas in school. The visual arts provided the students and teachers critical opportunities to understand the duality of cultural influences operating in the schools in a non-threatening and open environment.

While these projects present exciting and confirming examples of the critical contributions the arts offer to teaching and learning, the challenges facing arts integration continue. Another article offers a sobering reminder of how difficult it is for teachers to include the arts when faced with governmental mandates in the United States for high stakes testing of academic achievement.

This issue includes documentation of a professional development effort to aid teachers to include writing instruction in arts courses offers evidence of the contribution teachers in the arts can make to student achievement. This article provides tools for integrating writing-to-learn strategies into the methods of teaching the arts and offers evidence of yet another critical contribution the arts can make to student achievement as measured by standardized writing assessments.

Finally, it is important to include the critical contributions teaching artists make to arts integration. One study examines the professional development of teaching artists and uses stage theory as a way to look at the changing needs of teaching artists as they develop throughout their careers. Since teaching artists approach their work as artists, most are comfortable with the kinds of mentoring and apprenticeship type of training the arts employ. As more schools and arts organizations rely on teaching artists as partners in arts education efforts, refining and studying methods for preparing and supporting teaching artists emerges as another critical contribution arts educators make to arts education as a whole.

Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities is a publication of the Center for Learning through the Arts and Technology at the UC, Irvine.

Calit2 SURF-IT Research Projects Shared

By Anna Lynn Spitzer

[Reprinted from Calit2*Life - <http://life.calit2.net/archives/2008/08/surfit-research-projects-share.php>]

The California Institute for Telecommunications and Information Technology's (Calit2) Summer Undergraduate Research Fellowship in Information Technology (SURF-IT) provides UC Irvine students with a unique 10-week opportunity to work with faculty mentors in IT-related research and applications.

Two faculty speakers detailed two SURF-IT projects for a lunchtime crowd on August 5, 2008, at Calit2 at UC Irvine.

Computer science professor Sharad Mehrotra explained his approach to retrieving and managing multimodal data streams in sentient, or smart, spaces. These spaces, which can cross physical boundaries, contain a variety of sensors: cameras, loop sensors, mesh routers, RFID tags, heat sensors and the like. Consequently, techniques are needed to annotate and synchronize these data streams, and support search and browsing capabilities.

The team, which includes SURF-IT students Zohrab Basmajian and Phong Pham, are building the required software layer. The SATware, as Mehrotra calls it, must leverage the space's infrastructure, provide a powerful programming environment, be adaptable to physical changes in the environment and support the implementation of privacy measures.

Although his primary interest lies in emergency management, Mehrotra said

his students are exploring models from a "smart classroom" environment, which employs multiple information sources such as slides, audio, video and interactive applications to capture the essence of a lecture. "The goal is to leverage the existing infrastructure to deliver information that can lead to action," he said.

Liane Brouillette, associate professor of education, is guiding SURF-IT student Dean Bottino as he designs a computer game that will teach ethical behavior to children in first and second grades.

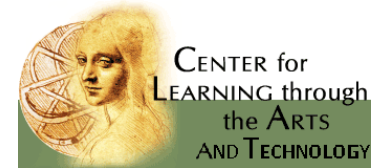
Her recent research has focused on using existing technology to help school-age kids better understand issues, including California wildfires and Hurricane Katrina, but Brouillette is shifting her focus.

TV shows like Sesame Street teach new concepts to children, but they're too passive a medium for teaching social skills, Brouillette said. In addition, kids' social horizons continue to shrink.

Brouillette and Bottino, with project collaborator Kristen Monroe, political science professor and director of UCI's Center for the Scientific Study of Ethics and Morality, are constructing the game around typical playground encounters, like bullying.

The challenge: to create a non-violent game that will keep kids interested.

In the future, the game will incorporate audio tracks in addition to text, and could be expanded into a multiple-player game.



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New Mapping the Beat Teaching Materials on the Wiki

Mapping the Beat: A Geography through Music Curriculum integrates geography, U.S. and world history, and arts instruction into a single body of lesson plans. At the heart of this program are three concepts—environment, identity, and movement—from the national geography standards. Students consider how the physical character of a region shapes the arts and how, in turn, the arts shape the cultural character of that same region. The arts are viewed as a record of cultural migration, a product of the environment and a cornerstone of personal and group identity. With the support of generous grants from the National Geographic Education Foundation and the Dana Foundation, the curriculum has grown to include music, dance, theater and visual art for grades 4-8.

The CLA&T website "Teaching Materials" page (www.clta.uci.edu/teachingMaterials.html) includes the Mapping the Beat lessons made available in wiki format. New materials include resources About Native American History, Culture, and Music and the Revolutionary War. To view lessons and units contributed by teachers and scholars visit the Mapping the Beat wiki:

https://eee.uci.edu/wiki/index.php/Mapping_the_Beat

Anyone wishing to contribute content need only contact the Center (jyep@uci.edu) to receive instructions for the wiki.