



CENTER for LEARNING through the ARTS

Quarterly Report

June 20, 2005

University of California, Irvine

A Word from the Director...

Liane Brouillette

This has been an exciting year for the Center for Learning through the Arts!

In January, the UCI Council on Research, Computing and Library Resources (CORCLR) reviewed the proposal to renew our Campus Center designation and unanimously voted to recommend renewal for a three-year period.

The premier issue of the *Journal for Learning through the Arts* will be available on-line shortly, with the print version following before the summer is out. The lead article by James Catterall of UCLA provides an intriguing overview of the field, while the other articles provide exciting glimpses of cutting-edge work being done in the fields of arts education and cognitive development.

Under the expert guidance of site administrator Maureen Burns, the Center's new electronic scholarship repository is already up and running. Wendy Lee has rejoined the Center to provide a pivotal connecting link between the growing ArtsBridge America network, now 22 campuses strong, and the Center's research work.

We would like to offer our special thanks to Gail Miller, who took a year's leave of absence from the San Juan Capistrano school district to help us launch a new summer professional development institute for K-2 teachers. The new summer institute will help teachers to integrate the arts more effectively into their classroom teaching. If you are interested in visiting, the ArtsCore: K-2 Institute will take place at Berkeley Place on the UCI campus, August 1-5.

Electronic Scholarship Repository and New Online Journal

Maureen Burns

We are pleased to announce the new Center for Learning through the Arts eScholarship Repository at [http://repositories.cdlib.org/clta/!](http://repositories.cdlib.org/clta/) We encourage you to explore and contribute to the growth of what we believe will become a valuable resource for formal and informal scholarship focused on the arts and learning. When you arrive at the site, there is a menu on the left to help you learn about and navigate through the repository as a whole. The links just below the header will help you navigate through specific information related to the CLtA. From left to right, these connect you to: the new journal, the CLtA home page where other paper series can be found, tools to search the repository, and detailed information about policies for submitting papers.

To see what the early submissions to the repository look like, scroll down the CLtA home page to the *Paper Series* and select "ArtsBridge

America". From there you can click on various links to the papers that have been posted so far. Not only is the text of the papers downloadable and printable, but there are also associated links that allow you to see other information and images provided by the authors.

Our new peer-reviewed journal, *Journal for Learning through the Arts: A Research Journal on Arts Integration in Schools and Communities*, will include two issues a year, in the Spring and Fall. The premiere issue will be published online this summer, with articles contributed by authors from five CLtA-affiliated universities.

History of Project

In my professional capacity as the Humanities Curator of UCI's Visual Resources Collection (www.arts.uci.edu/vrc), I have for some time been partnering with the UC Libraries and the California Digital Library (CDL) to provide

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ArtsBridge America Conference at UCSD

Wendy Lee

ArtsBridge America, now headquartered at Lawrence University, Wisconsin, under the direction of Jill Beck, continues to expand its reach across the nation. Currently, the network includes 22 universities in 13 states and in Northern Ireland. On March 11th and 12th, 2005, the annual ArtsBridge America conference was held at the University of California, San Diego. Representatives from 20 ArtsBridge campuses attended the conference, along with honored guests including Jacqueline Mimms, Assistant Vice President of the University of California, and representatives from local arts organizations. Jonathan Cummins, filmmaker and lecturer from the University of Ulster spoke about the first international ArtsBridge project: *Picturing Peace: Visualizing Northern Ireland through the Eyes of Children*. The magnitude of this project was represented in an exhibition opening at Belfast City

Hall, hosted by the Lord Mayor of Belfast. Please see the exhibition website at <http://www.lawrence.edu/library/peace/>.

For the duration of the conference, ArtsBridge campuses presented updates on their programs and shared news about exciting projects that are underway. These updates exemplified the diversity of the campus programs, ranging from the use of arts to teach geography to the integration of art in studies of the environment. Host teachers and scholars from three local schools spoke on a panel about how partnerships define the success of ArtsBridge projects. The conference concluded with a discussion of the status of program funding, for both new and continuing ArtsBridge campuses.



Summer Teacher Professional Development Institute

Gail Miller

After months of planning, the ArtsCore teacher professional development project (which originally served only secondary students) has given birth to a second project, ArtsCore: K-2 Elementary, also funded by CPEC. During an exciting week of intense study, forty kindergarten through second grade teachers from two Orange County school districts will learn how to integrate four arts disciplines -- dance, music, theater, and visual arts into the literacy component of language arts instruction. Four exceptional arts educators -- Megan Deakers (LAUSD), Erik Leckrone (Professional Percussionist), Jim Thomas (OCDE), and Janet Logan (IUSD, retired) will each lead daily workshops on *where* thinking and working like an artist begins, and *how* arts instruction can amplify student understanding based on the California Visual and Performing Arts content standards.

Throughout the week, the teachers will

learn how to help children use cognitive tools to create pre-disciplinary knowledge. Dr. Liane Brouillette will be presenting the theoretical framework, while Gail Miller (UCI) and Meredith Parry (CVUSD) will work with small groups of teachers to guide them through the planning of integrated lessons that match classroom literature selections with the arts disciplines. At the end of each institute day, Dr. Penny Chiappe (UCI), will demonstrate how these blended lessons flow directly into a child's development of written expression.

Needless to say, this makes for a very busy and exciting week. During the coming year, as the institute's work is put into classroom practice, we will measure teacher effects. We welcome any of you who would like to join us for an artful day during the summer institute, August 1st – 5th. Please RSVP with Gail Miller at (949) 824-1230.

Study Update: Training the Clinical Eye and Mind

Johanna Shapiro

ClTA faculty member Dr. Johanna Shapiro and her colleagues at the UCI College of Medicine conducted an interdisciplinary study in 2003-04 in collaboration with the School of the Arts. The purpose of this qualitative study was to better understand the similarities and differences in student learning to enhance clinically-based observation and pattern recognition skills between an arts-based exposure and other training using clinical pictures and examples. Fifty-five third year students participated in either a lecture-only control condition; small group training with clinical photographs; or small group training using art or art plus dance. All groups attended a lecture on clinical thinking and decision-making, then the intervention groups participated in three educational sessions over a six-month period.

Findings

Students in all intervention conditions found value in the additional training they received. Students in both arts-based and clinically-based conditions honed observation skills and practiced pattern recognition. The clinical pictures condition appeared particularly successful in conveying pattern recognition concepts to students. In the arts-conditions, students also developed skills in emotional recognition; cultivation of empathy, identification of story and narrative, and awareness of multiple perspectives.

Conclusion

The interventions studied were naturally complementary and taken together, can bring greater texture to the process of teaching clinical medicine and help us see a more complete "picture" of the patient.

College of Medicine Study:

Analysis of Medical Students' Creative Projects in Gross Anatomy: Issues and Concerns

Johanna Shapiro

Dr. Shapiro and her colleagues at the College of Medicine are working on a new research study to look at the effect of creative projects that medical students complete for a gross anatomy course:

In this study, we intend to analyze creative projects of 100 first year medical students who have completed the gross anatomy course at UCI-SOM to identify issues and concerns, as well as the effects of the projects on student understanding of anatomy and of medicine in general. By analyzing student creative works, we expect to develop a better understanding of how medical students experience the anatomy course, including the effects of dissecting a cadaver, and their overall perceptions and feelings about human anatomy, the doctor-patient relationship, and the practice of medicine. From this analysis, we will identify both the positive and negative impact on students of taking

an anatomy class, and learn whether completing a creative project can help or change the students in any way, either by giving them a better understanding of the human body, of medicine, or of themselves. Based on a content analysis of students' creative projects, we will investigate the trends, if any, in students' reactions to the study of human anatomy. We also intend to compare test scores and class performance of project completers and non-completers.

The study will be conducted in two phases. In Phase 1, we will analyze completed student projects and compare the test results of students who did and did not complete projects. In Phase 2, we will interview a subset of first and second year students to obtain information about why they chose either to complete or not complete a project; how doing the project affected them; and whether they learned

anything either about anatomy or about doctoring in general as a result of completing the project.

We expect to discover that medical students use creative projects in their gross anatomy course to explore various issues of importance to clinical medicine such as mortality, spirituality, empathy, emotional engagement, and the doctor-patient relationship. We also expect to learn that students find such activities beneficial in developing their understanding of the practice of medicine.

Project researchers include Johanna Shapiro, Ph.D., Professor and Director of Program in Medical Humanities and Arts; Robert Leonard, Ph.D., Anatomy Course Director; Marianne Ross, Ph.D., UCI Counseling Center Psychologist; Trung Thai, M.D., Professor of Psychiatry; Sarah Mourra, medical student; and Vincent Nguyen, undergraduate student.

Electronic Scholarship Repository

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the campus community with digital images in support of research and teaching. A few years ago, the CDL initiated an eScholarship program to help transition traditional models of disseminating scholarly information to meet current information accessibility expectations. The CDL's e-Scholarship repository,

<http://repositories.cdlib.org/escholarship/>, not only supports research centers such as the CLtA in the creation of new journals, but it offers the added value of providing an organized place on the Internet to post a variety of working documents and paper series.

A Process of Continuing Growth

The CDL provides an array of exciting

and easy-to-use editorial tools, with the technical support of the Berkeley Electronic Press and the added bonus of a preservation program to insure this information will be maintained for the future.

The CLtA eScholarship Repository is in its infancy and we are learning a great deal as the work progresses. So, please bear with us. We hope you will return for many visits to see how we grow. If you would like to contribute your work to the repository or the journal, please contact Maureen Burns or Wendy Lee.

We are thrilled to be a part of this cutting-edge University of California initiative and hope you will consider joining in.

Please visit us at the CLtA Website:
<http://clta.gse.uci.edu/>

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