

	CAPILANO UNIVERSITY		
	COURSE OUTLINE		
	Course Title	Studio research in ECCE: The Practices of Artistic Inquiry	
		Credits	3.0
Section Number	EDUC 476	Instructor	
Term	Summer 2013	Office	
Phone		Local	

COURSE FORMAT:

Mixed Mode. This course will be offered by both three hour classes and on line. The fourth hour (total of 15 hours over the semester) will be delivered in a variety of ways. Instructions for fourth hour activities will be distributed during the first class.

COURSE PREREQUISITE:

30 credits of 100-level or higher coursework and ENGL 100 pre or co-requisite.

Course Notes: It is strongly recommended that ECCE students complete 15 elective credits prior to registering in this course and EDUC 373. For students outside of ECCE it is strongly recommended that they have a course examining postmodern/poststructural perspectives such as SOC 381 or qualitative research methodologies that view knowledge as socially constructed such as CMNS 262

COURSE OBJECTIVES:

This course explores artistic ways of knowing and researching in early childhood contexts. The major emphasis will be on the characteristics of artistic processes; how these processes compose a critical and relational inquiry; and how artistic processes are connected to daily life. Students will be encouraged to explore art forms; consider exemplars of artistic, visual, image-based and studio-based educational research; generate and investigate images; and consider what it means to engage in artful thinking and aesthetic approaches. The course offers the opportunity to consider alternative forms of educational research, understand the arts as a mode of inquiry, and to conceptualize the early childhood art studio as a space of research.

STUDENT LEARNING OUTCOMES:

Students who successfully complete this course should be able to:

- Develop an understanding of arts-based educational research methodologies
- Critically examine current theories and methods in arts-based research
- Engage in arts-based activities
- Critically examine and discuss the processes and characteristics of artistic inquiry; and
- Describe and discuss how the early childhood studio is a space of research

REQUIRED TEXTS: Course Reading Package

- Allen, P. (1995). *Art is a way of knowing*. Boston, MA: Shambala Press.
- Eisner, E. W. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher* 26(6), 4 -10.
- Hasebe-Ludt, E., Chambers, C., Leggo, C., Hurren, W., Oberg, A., & Donald, D. (2008). *Metissage*. In A. L. Cole & J. G. Knowles (Eds.), *Handbook of the arts in qualitative social science research* (pp. 141-153). Thousand Oaks: Sage Publications.
- Irwin, R. L. (in press). *Communities of A/r/tographic Practice*. In Springgay, Stephanie, Irwin, Rita L., Leggo, Carl, Gouzouasis, P. & Grauer, K. (Eds.). *Being with A/r/tography*. Rotterdam, The Netherlands: Sense Publishers.
- Irwin, Rita L & Chalmers, F. Graeme. (2007). *Experiencing the Visual and Visualizing Experience*. In Liora Bresler (Ed.). *International Handbook on Research in Arts Education*. Dordrecht: Springer.
- Kind, S. (2008). Learning to listen: Traces of loss, vulnerability, and susceptibility in art/teaching. In S. Springgay, R. Irwin, C. Leggo, & P. Gouzouasis (Eds.), *Being with a/r/tography* (pp. 167-178). Rotterdam: Sense Publishers.
- Leggo, C. (2007). Learning by heart: A poetics of research. *JCT: Journal of Curriculum Theorizing*, 22(4), pp. 73-95.
- Leavy, P. (2009). *Method meets art: Arts-based research practice*. New York: Guilford Press.
- McNiff, S. (2008). Art-based research. In J. G. Knowles & A. J. Cole (Eds.), *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks CA: Sage
- Pink, S. (2001). *Visual ethnography*. London: Sage.
- Snowber, Celeste. (1999). The eros of listening: Dancing into presence. *Journal of Curriculum Theorizing*, 15(3), 17-26.

RECOMMENDED REFERENCES:

- Knowles, J. G., & Cole, A. L. (Eds.) (2008). *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues*. Thousand Oaks, CA: Sage Publications.
- McNiff, Shaun (2003). *Creating with others: The practice of imagination in life, art, and the workplace*. Shambhala Publications.
- Springgay, S., Irwin, R., Leggo, C., & Gouzouasis, P. (Eds.). (2008). *Being with a/r/tography*. Rotterdam: Sense Publishers.
- Sullivan, G. (2005). *Art practice as research: Inquiry in the visual arts*. Thousand Oaks: Sage.
- Vecchi, V. (2010). *Art and creativity in Reggio Emilia*. New York: Routledge.

COURSE CONTENT:

Arts-based research methodologies in education
Visual ethnography and image-based research
Photography, camera, image
Studio research
Art practice and process
Art as a way of knowing
Aesthetics and the arts of daily life
Relational inquiry and communities of inquiry
Children’s studio spaces

EVALUATION PROFILE

Research paper	35%
Inquiry project	30%
Portfolio	<u>35%</u>
TOTAL	100%

GRADING PROFILE:

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

ASSIGNMENTS:

See Attached. Please note it is strongly recommended that students make a copy of all assignments in the event than an assignment is misplaced.

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Punctuality: Punctuality is essential in both classroom courses and practica given the professional nature of this program.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Academic Responsibility: Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:
If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments: All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions:
If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.

Extenuating circumstances: Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:

- Loss of 5 % per day

Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Incomplete Grades:	<p>"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.</p>
English Usage:	<p>All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."</p>
Professionalism:	<p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.</p>
Emergency Procedures:	<p>Please read the emergency procedures posted on the wall of the classroom.</p>