



UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ART AND ART HISTORY
Art 342. - Art Education Across the Lifespan 1
Fall 2021

Course Delivery Format:	Online web-based delivery - hybrid (synchronous and asynchronous).
Instructor: Office: Email: Office Hours:	Robert Kelly PhD AB 723 rkelly@ucalgary.ca By appointment and 30 minutes prior to every synchronous meeting session
Day(s), time(s) and location of class:	<ol style="list-style-type: none"> Synchronous Scheduled Lecture Zoom Meeting times are every Monday and Wednesday from 2:00 p.m. to 3:15 p.m. Designated Lab time is comprised of asynchronous meetings with individuals and small groups from the class as needed and requested specific to work in each learning task. <p><i>*Please Note – Any individual of small group can request a Zoom meeting at any time for help with course work. Meetings are arranged at the earliest convenience for both students and instructor. Emails are usually answered within 30 minutes during business hours Monday to Friday. Every effort will be made to respond to emails and/or to schedule Zoom meetings as soon as possible on weekends or outside of business hours.</i></p>
Course description:	<p>An exploration of the cognitive, emotional, and social development of infants, children and adolescents learning art. Students will engage in experiential learning in formal and informal settings.</p> <p><i>This course covers the following developmental levels:</i></p> <ul style="list-style-type: none"> <i>Birth to pre-school age</i> <i>Early childhood to 9 years old. (Early childhood through the primary grades)</i> <i>Early Adolescence (ages 9 to 13) (Middle school grades)</i> <i>Mid Adolescence (ages 13 -15) (Junior high school grades)</i> <i>Late Adolescence (ages 15 to 18) (Secondary school grades)</i> <i>The End of Adolescence – Young Adulthood (ages 18 to 23) (Secondary to undergraduate postsecondary levels)</i> <p><i>*Please note that due to the current Covid 19 pandemic situation that the Calgary Board of Education is not allowing for external visitors. This course has had to be adapted accordingly for this situation.</i></p>
Prerequisites and/or co-requisites:	N/A
Course Objectives:	By the completion of this course, successful students will be able to: 1. Form a rationale for artistic and creative development in formal education and community settings from birth to the end of adolescence.

	<p>2. Demonstrate an understanding of creative, collaborative, critical thinking, and communicative development conducive to development from birth to adolescence through the creation of educational environments of collaborative creativity.</p> <p>3. Demonstrate an expanded repertoire of skills and knowledge of art materials, media, and concepts appropriate to artistic and creative development from birth to the end of adolescence.</p> <p>4. Demonstrate the ability to design educational environments and learning experiences from birth through the end of adolescence conducive to artistic and creative development within formal education and community-based contexts</p> <p>5. Demonstrate an understanding through design, of arts and creativity-based educational, entrepreneurial initiatives for a clientele from birth to the end of adolescence.</p>
Required Textbooks of Readings:	<p>Kelly, R. (2020). <i>Collaborative creativity: Educating for creative development, innovation & entrepreneurship</i>. Brush Education.</p> <p>Kelly, R. et al. (2020). <i>Collaborative creativity idea book for educators: Activities, tactics, and strategies for building a collaborative culture of creativity</i>. Brush Education.</p> <p>Milbraith, C., McPherson, G. & Osborne, M. (2015). Artistic development. In L. Liben & U. Muller (Eds.), <i>Child psychology and developmental science</i>. Vol. 2., pp. 897 -941. John Wiley & Sons.</p> <p>Supplemental Research Resources as posted in D2L throughout the course.</p>

Assignments Descriptions, Due Dates & Evaluation

Assignment	Description	Due Date	Worth
Learning Task 1 – Exploration and Analysis of Artistic and Creative Development from Birth to End of Adolescence Encompassing Personal Artistic and Creative Development & Theoretical Artistic and Creative Development	This assignment includes the research and presentation of theory and models from birth to end of adolescence of artistic and creative development accompanied by a personal studio narrative of personal artistic and creative development. Presentation	September 27 th , 2021 before class.	20 % – Assessment is based on the demonstration of a capacity to research, articulate and present comprehensive personal artistic and creative development and

Research and Documentation (Individual).	form will be the choice of the individual presenter.		theoretical artistic and creative development models and benchmarks.
Learning Task #2 – Observation and Analysis of Formal and Community Art Education Contexts Through Virtual Guest Speakers (Individual).	Examination and analysis of artistic, creative development and curricular orientations of recorded professional art educator presentations from the field in lieu of field visits to school sites that are not permitted due to Covid restrictions. For each guest presenter a 500 - word annotation written in APA 7 style must be produced to include the following headings: Presenter Name and Professional Context, Summary, Assessment & Reflection. Writing Component – 2500 words.	These are each due 1 week after each presentation for upload into the designated Dropbox under Assessments in D2L. Presentation schedules vary subject due to professional schedules of presenters and are subject to change based on presenter schedules.	30% - Assessment is based on accuracy in summarizing the main points of each presentation, a demonstrated capacity to analyse the educational orientation of the presenter with regards to artistic and creative development and to articulate the relevance of the content to your own artistic and educational development.
Learning Task # 3 (Small Group) - Artistic and Creative Development Entrepreneurial Program Design for Community Education Contexts	<i>Learning Tasks 3 and 4 both focus on the design of artistic and creativity formal education programming and entrepreneurial community-based initiatives for learners from birth to the end of adolescence. Both learning tasks involve working collaboratively in a group to design for a specific demographic target from birth to the end of adolescence. The resultant designs from both learning tasks can focus on any of the following specific demographic levels or combination of levels:</i> <ul style="list-style-type: none"> • Birth to pre-school age • Early childhood to 9 years old. (Early childhood through the primary grades) • Early Adolescence (ages 9 to 13) (Middle school grades) 	November 22 nd , 2021 before class	25% - Assessment is based on the demonstrated ability to research and develop a design brief that serves as a template for the development of the entrepreneurial initiative into the early prototyping stage. Consideration will be given to the demonstration of adequate demographic research, design appropriateness for the chosen demographic, design innovation and

	<ul style="list-style-type: none"> • <i>Mid Adolescence (ages 13 -15) (Junior high school grades)</i> • <i>Late Adolescence (ages 15 to 18) (Secondary school grades)</i> • <i>The End of Adolescence – Young Adulthood (ages 18 to 23) (Secondary to undergraduate postsecondary levels)</i> <p>Exploration and development of entrepreneurial artistic and creative development educational initiatives for community contexts. This learning task involves the research, development, and presentation of a comprehensive design brief for an artistic and creative development entrepreneurial initiative for a community context. This includes the development and presentation of an early design prototype. This assignment will involve engagement with the Hunter Hub for Entrepreneurial Thinking at the University of Calgary.</p>		<p>creativity for learner engagement and entrepreneurial initiative sustainability.</p>
<p>Learning Task # 4 (Small Group) - Art Education Program Design for Formal Art Education Contexts: Studio Exploration</p>	<p>Exploration and design of artistic and creative development education programming for learners from birth to early adolescence in formal education through studio exploration by the research, design, and production of a series of studio-produced exemplars that form the basis a learning sequence for a designated learner demographic.</p>	<p>December 6, 2021 before class</p>	<p>25% - Assessment is based on demonstrated studio acumen in producing demographic-appropriate, progressive studio exemplars integrated into a comprehensive presentation to articulate program design. Consideration is also given to demonstrated design capacity to effectively</p>

			incorporate thematic, media, artistic and creative development considerations in overall design.
Assessment expectations:	<p><u>Guidelines for Submitting Assignments:</u> All assignments are to be uploaded into the appropriate Dropbox folder under Assessments in D2L by the designated due date.</p> <p><u>Missed or Late Assignments:</u> Assignments that are submitted late after the posted due date based on the due date described in the individual assignment descriptions emailed to you and posted in D2L (not the course outline) are subject to a grade reduction of 1 grade reduction (e.g., B+ to B, B to B-) per late business day up to 3 business days after which the assignment is graded with a failing grade - F.</p> <p><u>Expectations for Writing:</u> Learning Task 2 will be written in APA 7 style format. APA 7 writing style will be covered in class.</p>		
Additional Costs and Information:	There will be additional art supplies needed to create demonstration components for art activities in Learning Tasks 1,3, & 4. These will vary from student to student depending on media that is chosen. Budget approximately \$50 CAD for these supplies		
Portfolios and Assignments:	The Dept of Art and Art History will not assume responsibility for lost or stolen portfolios or course work given to instructors for grading.		

Other Important Dates

Last day to drop course without financial penalty	Thursday, September 16
End of refund period	Thursday, September 16
Last day to add/swap course	Friday, September 17
Tuition and fee payment deadline	Friday, September 24
Last day to withdraw from course	Thursday, December 9

Grading Method and Grading Scale

Percentage	Grade	G.P.V.	Grade Definition
96-100	A+	4.0	Outstanding
90-95	A	4.0	Excellent-superior performance, showing comprehensive understanding of subject matter.
85-89	A-	3.7	

80-84	B+	3.3	
75-79	B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete.
70-74	B-	2.7	
65-69	C+	2.3	
60-64	C	2.0	Satisfactory – basic understanding of the subject matter.
55-59	C-	1.7	
53-54	D+	1.3	
50-52	D	1.0	Minimal pass – marginal performance; generally insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Fail – unsatisfactory performance or failure to meet course requirements.

<p>Learning Technologies and Requirements:</p>	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (d2L.ucalgary.ca).</p> <p>To successfully engage in their learning experiences at the University of Calgary, students taking online, remote, and blended courses are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> • A computer with a supported operating system, as well as the latest security, and malware updates • A current and updated web browser • Webcam (built-in or external) • Microphone and speaker (built-in or external) or headset with microphone • Current antivirus and/or firewall software enabled • Broadband internet connection
<p>Campus Mental Health Resources:</p>	<p>SU Wellness Centre and the Campus Mental Health Strategy</p> <p>Counselling and mental health support services are offered through Student Wellness Services. During COVID-19, you can access counselling services remotely via Skype for Business, Microsoft Teams, and telephone. Single Session Counselling appointments are available on a bookable basis. Book an appointment online or call 403-210-9355. For access to mental health support, email sar@ucalgary.ca. If you are a student in immediate distress, please contact the centre's after-hours partners:</p> <p>The Distress Centre:</p> <ul style="list-style-type: none"> • Call 403-266-4357, available 24/7. • Visit the Distress Centre website to access online chat from 3–10 p.m. on weekdays and 12–10 p.m. on weekends. <p>For additional crisis support from Wood's Homes Community Support Team:</p> <ul style="list-style-type: none"> • Call 403-299-9699 or 1-800-563-6106, available 24/7. • Text 587-315-5000 between 9 a.m. and 10 p.m.

	<ul style="list-style-type: none"> • Visit Wood's Homes website for live chat between 9 a.m. - 10 p.m.
Academic Standing:	For more information go to http://www.ucalgary.ca/pubs/calendar/current/f.html
Academic Accommodation:	<p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). 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.</p> <p>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/</p>
Academic integrity, plagiarism:	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For more information go to http://www.ucalgary.ca/pubs/calendar/current/k.html or http://www.ucalgary.ca/pubs/calendar/current/e-2.html Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity</p>
Internet and electronic communication device:	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time.</p> <p>Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://ucalgary.ca/legal-</p>

	services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf
Deferral of Term work and exams	<p>For more information about deferring a final exam go to https://www.ucalgary.ca/registrar/exams/deferred-exams</p> <p>For more information about deferral of term work go to http://www.ucalgary.ca/pubs/calendar/current/g-7.html https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/14/deferred_termwork-feb-2020_revised.pdf</p>
Intellectual Property & Copyright:	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including presentations, textbooks, posted notes, labs, case studies, assignments, and exams).</p> <p>Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html</p>
Freedom of Information and Protection of Privacy:	<p>Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.</p> <p>For more information go to https://www.ucalgary.ca/registrar/student-centre/privacy-policy</p>
Ethics	<p>Whenever you perform research with human participants (i.e., surveys, interviews, or observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research.</p> <p>For more information go to http://www.ucalgary.ca/pubs/calendar/current/e-5.html or https://www.ucalgary.ca/research/researchers/ethics-compliance/chreb</p>
Additional Student Support:	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines
Models:	N/A
Arts Students' Centre Program Advising	Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at

403-220-3580 or email us at ascarts@ucalgary.ca.

You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.