

Reflection 1

1. What course would you like to revise, and why? Please include course number and title as well as share what program(s) it's included within.

I've chosen to revise the syllabus for EDCR 302 Expressive Arts. It's a course that is focused on education majors but open to other majors. It's typically been taught by an adjunct professor and, due to some scheduling issues, I'm teaching it this semester. We have already done some revision of our other syllabi and this is a good opportunity for me to revise this one. It's a hands-on, experience-based course with applications to interdisciplinary teaching. Participants are exposed to both performing and non-performing arts in this course and they will create lesson plans using arts to engage students with content and emotional responses.

The course must follow our liberal core guidelines for a fine arts class.

1. Identify the elements involved in creating artistic works.
2. Apply appropriate strategies to interpret and assess artistic experiences and works.
3. Analyze a diversity of artistic works within the context of various cultural and historical epochs.

2. Which CRSE competencies are (or are likely to be upon your revision) addressed in this course? This can be changed later.

The CRSE competencies most likely addressed in this course include Competency 3 and 8. Additional indicators from Competencies 1, 2, 4, 5, 6, 7 might also be met.

Competency 3 will require learners to recognize artwork within the footprint of the school service area, reflection on the cultural importance of the artwork, and hands-on learning to understand the artwork as a creative and communicative process. Aesthetic analysis will assist learners in understanding the cultural context and meaning as they design meaningful real world experiences for their students.

Competency 8 will require learners to state clear expectations for success in terms of both content and aesthetics in their lesson plans. Learners will create, reflect, and select artwork that celebrates diverse backgrounds and funds of knowledge as a component of the learning space. Learners will practice strategies for nurturing creativity, building self-esteem, and supporting agency among students, including those from disadvantaged and marginalized backgrounds. They will discover how artwork can facilitate relationship building with students.

The other competencies are no less important. They are simply less likely to be the focus of this course. I have included them in addition to Competencies 3 and 8 but have minimized font size to indicate less focus.

COMPETENCY 3 Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces

- CRSE3.A Respect the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces.
- CRSE3.B Integrate multiple perspectives into learning experiences and interactions that capitalize on learners' real-world experiences, identities, and heritage.
- CRSE3.D Challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.
- CRSE3.E Design learning experiences and spaces for learners to identify and question economic, political, and social power structures in the school, community, nation, and world.

COMPETENCY 8 Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

- CRSE8.A Understand the importance of having high expectations for all learners, including BIPOC students.
- CRSE8.B Communicate expectations and a clear framework for all learners (specifically individuals from diverse backgrounds), which clarify and articulate the standards to which they are being held.
- CRSE8.C Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).
- CRSE8.D Recognize and respect that learners have agency and are capable of contributing to their own learning.
- CRSE8.E Establish authentic relationships with learners.

COMPETENCY 1 Reflect on One's Cultural Lens

- CRSE1.A Reflect on their own life experiences and membership to various identity groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

COMPETENCY 2 Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

- CRSE2.D Identify and make efforts to remove bias in their teaching materials, assignments, curriculum, and resource allocation.

COMPETENCY 4 Provide All Learners with Equitable and Differentiated Opportunities to Learn and Succeed

- CRSE4.C Utilize differentiated methods of communication to articulate clear expectations aligned with the ability of each learner, which allows them to demonstrate knowledge through differentiated modalities.
- CRSE4.D Provide multiple pathways and opportunities for students to achieve academic and social success.

COMPETENCY 5 Promote Asset-based Perspectives about Differences

CRSE5.A Recognize diversity as an asset to the entire learning community and treat it as such.

COMPETENCY 6 Collaborate with Families and Communities through Authentic Engagement Practices

CRSE6.B View the cultural aspects of the community as an extension of their teaching spaces.

CRSE6.F View family and community engagement as a priority.

COMPETENCY 7 Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families

CRSE7.A Understand and honor the ways in which culture influences verbal and nonverbal communication.

CRSE7.B Employ diverse channels to communicate with families in their first language.

3. What do you hope to get out of this process? What benefits do you anticipate?

I would like to increase representation of diverse cultures and perspectives in the syllabi. I would also like to increase accessibility of the syllabus for diverse learners and hope students will feel a sense of belonging as a result of the syllabus format and style.

4. What challenges do you anticipate?

There are a lot of artists in the world and it will be difficult to create a specific list of “must use” artists and artwork. The course meets once per week for three hours in the evening. I’ll also need to be careful to think about how my interpretation of the course can be communicated to the next person who teaches the course.

5. How do you think your colleagues will respond? For example, will they be motivated, indifferent, or want to join you and revise their own syllabi?

My colleagues and I have recently been engaged in syllabi revisions through a PD series titled, “Building a Better Syllabus” which focused on bringing syllabi in line with Gen Z needs and the CR-SE competencies. Quite a few syllabi have already been redesigned and they’re quite willing to do the work. We’re currently doing a search for a faculty member and, being understaffed, don’t have the capacity to do this for all of our syllabi right now. It has been targeted for a summer project.

6. How will you include your colleagues in this project?

We’ve already been doing this work so we have established a good process. I’ll make an attempt at a revision and then pass it on to one or two of my colleagues. They’ll add comments, ideas, and possible resources. I’ll review the feedback and complete another draft, passing it on to faculty again, with an effort to include all faculty in the process. We

pass syllabi back and forth until we come to a consensus that they're ready to go through the formal approval process.