

	<b>CAPILANO UNIVERSITY</b>		
	<b>COURSE OUTLINE</b>		
<b>Course Title</b>	<b>Studio research in early childhood: The practices of artistic inquiry</b>		
	<b>Credits</b>	3.0	
<b>Section Number</b>	EDUC 476	<b>Instructor</b>	Sylvia Kind
<b>Term</b>		<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

**COURSE FORMAT:**                      Mixed Mode

**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

**REQUIRED TEXTS:**

Vecchi, V. (2010). *Art and creativity in Reggio Emilia*. New York: Routledge.

**REQUIRED READINGS:**

Atkinson, D. (2011). *Art, equality and learning: Pedagogies against the state*. Rotterdam: Sense Publishers. (Chapter 1)

Bunn, S. (2011). Materials in the making. In T. Ingold (Ed) *Redrawing anthropology: Materials, movements, lines*, (pp. 21-32). Farnham, Surrey, UK: Ashgate.

Ingold, T. (2007). Materials against materiality. *Archeological Dialogues* 14(1), 1-16. Doi: 10.1017/s138023807002127

Irwin, R.L., O'Donoghue (2012). Encountering pedagogy through relational art practices, *International Journal of Art and Design Education* 31(3), 221-236

Lenz-Taguchi, H. (2011). Investigating learning, participation and becoming in early childhood practices with a relational-materialist approach. *Global Studies of Childhood*, 1(1), 36-50.

Marshall, J. & D'Adamo, K. (2011). Art practice as research in the classroom: A new paradigm in art education. *Art Education*, 164(5), 2-18

Material Encounters. (2014) Exhibition catalogue, March 1-March 19, Capilano University Studio Art Gallery.

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

McRae, C. (2013). Teacher researcher and artist. In F. McArdle and G. Boldt (Eds) *Young children and the arts: ways of seeing*, (pp. 50-70). New York: Routledge.

Richardson, J. & Walker S. (2011). Processing process: The event of making art. *Studies in Art Education* 53(1), 6-9

Springgay, S. (2010) Knitting as an aesthetic of civic engagement: Reconceptualizing feminist pedagogy through touch. *Feminist Teacher* 20(2), 111-123. Doi: 10.1353/ft.2010.0009

Sullivan, G. (2006). Research acts in practice. *Studies in Art Education* 48(1), 19-35

**COURSE CONTENT:**

Studio as idea and place
Art practice as research
Studio pedagogies
Becoming an artist-researcher-teacher
Collaborative and responsive studio spaces
Materials and materiality
Art and artists: processes and practices
Designing studios: aesthetics, materials, and place
Relational inquiry

**EVALUATION PROFILE**

<b>Online portfolio</b>	<b>30%</b>
<b>Collaborative studio project</b>	<b>30%</b>
<b>Visual Journal</b>	<b>30%</b>
<b>Participation</b>	<b><u>10%</u></b>
<b>TOTAL</b>	<b>100%</b>

**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	

**Participation**

Participation is an essential element of the course. Grades for participation will be based on contribution to group projects and self evaluation responses. Details are included on the rubrics document that is posted on Moodle in the Course Information section.

**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.