Creative Collaboration in Arts Education

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The National Center on Education and the Economy, in its report *Tough Choices, Tough Times,* has identified the following as essential for success in the 21st century:

...comfort with ideas and abstractions, analysis and synthesis, creativity, innovation, self-discipline, organization, flexibility, ability to work on a team.

How can arts education help youth develop these 21st century skills?

How can arts education help lead efforts to ensure that all youth are able to develop these skills?

How can collaboration enhance these efforts?

Collaboration

"…is what occurs when different entities work together to address problems through joint effort, resources, and decision-making and share ownership of the final product or service (Guo & Acar, 2005)."

What leads to effective collaboration?

Factors that contribute to success are collaborations driven by mission, commitment from top leadership, trust, relatedness, and process (Worth, 2009). Additional factors include leadership or collaborative entrepreneurs (Lober, 1997).

Learning together today

- BIG IDEAS
- Inquiry-based processes
- Re-thinking curriculum
- Logic models and theories of change
- Arts education assessments
- Lessons learned
- Examples
- Questions, answers...and more questions

What's the BIG IDEA?

What is the **Big, Hairy, Audacious Goal (BHAG)** for the work?
(James Collins)

What are you trying to accomplish?

How are you trying to accomplish this?

How will you know if you're successful?

Inquiry –based Process

- What if you led your process with a question? How would it change the process? How would it help you achieve your BHAG?
- What are the questions that will help you gain a deeper understanding of teaching and learning through the arts?
- What questions can motivate change for students, for teachers, for schools, for communities?
- For teachers and artists working together in the classroom, inquiry can guides curricular planning. What do they want to know about their teaching? Students' learning? About art? What questions are open-ended, critical, and lead to more than one answer, or even more questions? Teachers and artists can form what they teach in response to inquiry, and revisit the question frequently during their partnership as they reflect on what their students are learning.

How might students be involved in shaping inquiry?

We can ask students to democratically participate in the arts and become co-creators of the project.

We can move from research "on" students to research "with" students.

We can intentionally address **academic**, **artistic** and **social/emotional** learning standards that are already a part of their lives

Rethinking what we mean by curriculum

The province of Queensland in Australia is entirely rethinking instructional content around **New Basics Curriculum Organizers.** Each New Basics cluster is designed to help students answer a critical question:

• **Life pathways and social futures**: Who am I and where am I going?

• **Multiliteracies and communications media:** How do I make sense of and communicate with the world?

• **Active citizenship:** What are my rights and responsibilities in communities, cultures, and economies?

• **Environments and technologies:** How do I describe, analyze, and shape the world around me?

Logic Models and Theory of Change

The simplest logic models have four components:

- **Situation:** The context and need that gives rise to a program or initiative; logic models are built in response to an existing situation.
- **Inputs:** The resources, contributions, and investments that are made in response to the situation.
- *Inputs lead to Outputs.*
- **Outputs:** The work activities and tasks that produce or the programs and events that are delivered to participants.
- *Outputs lead to Outcomes.*
- **Outcomes:** The results and benefits for individuals, groups, agencies, communities and/or systems. The outcomes can be divided in to three categories:
  - **short term -** learning: awareness, knowledge, skills, motivations
  - **medium term -** action: behavior, practice, decisions policies
  - **long term -** consequences: social, economic, environmental etc.

The Logic Model

The underlying framework behind a logic model is a series of "if-then" relationships that express the process of working towards a goal.

- if ⟶ then ⟶ if ⟶ then

*This process is called the program's **theory of change,** which describes how a set of activities are expected to lead to achieving a program's goals.*

Logic model of a training workshop

Situation: Funder requires grantees to include a logic model in their funding request; grantees have limited understanding of logic models and are unable to fulfill the funding requirement

INPUTS   OUTPUTS   OUTCOMES

Trainer

Funds

Equipment

Research base

Training curriculum

- 3 hour training
- Interactive activities
- Group work
- Practice
- Q and A

Grantees

- Participants will increase knowledge of logic models

- Participants will increase ability to create a useful logic model of program

- Participants will Increase confidence in using logic models

Create meaningful logic models

Use logic models in own work
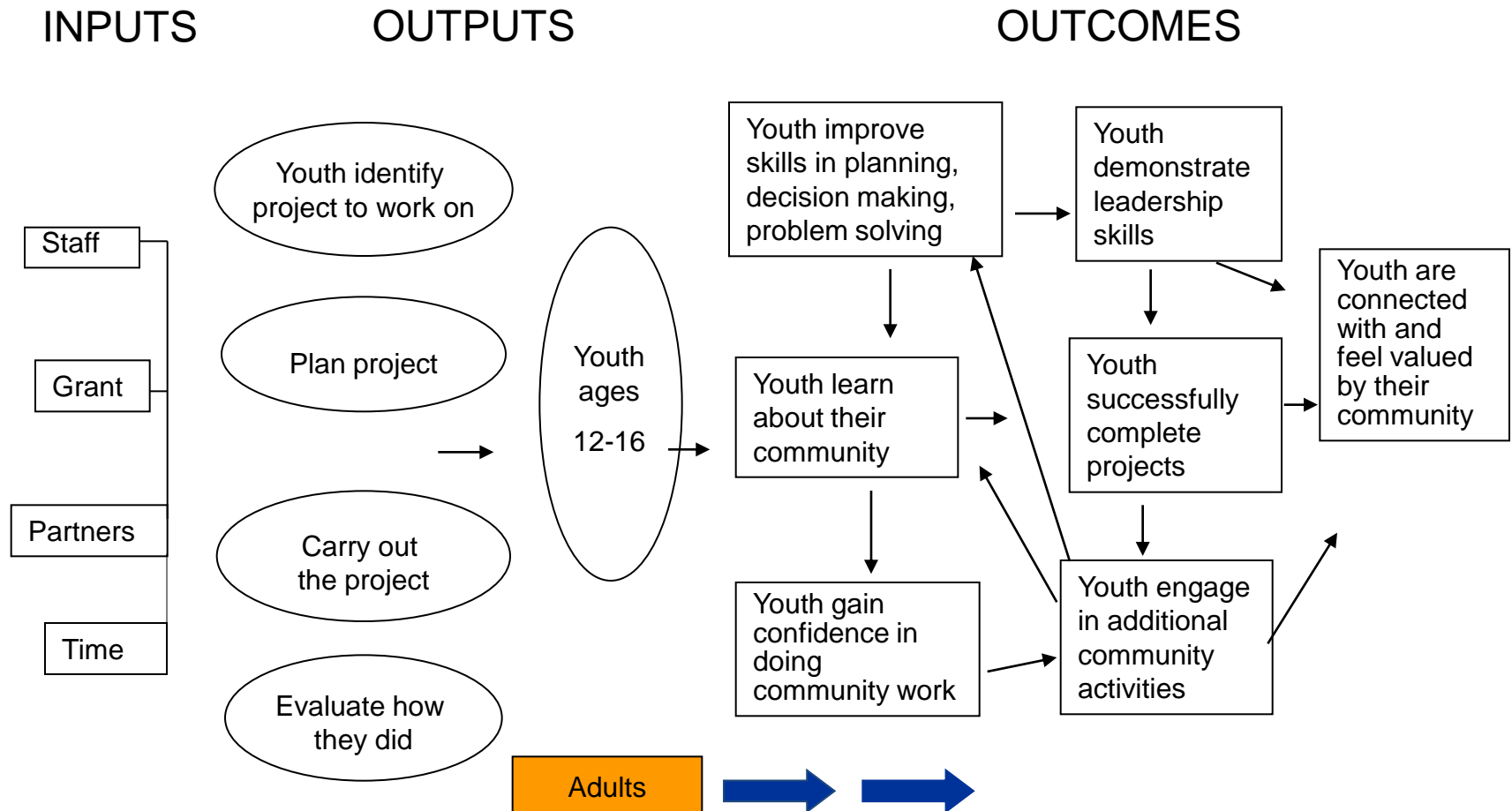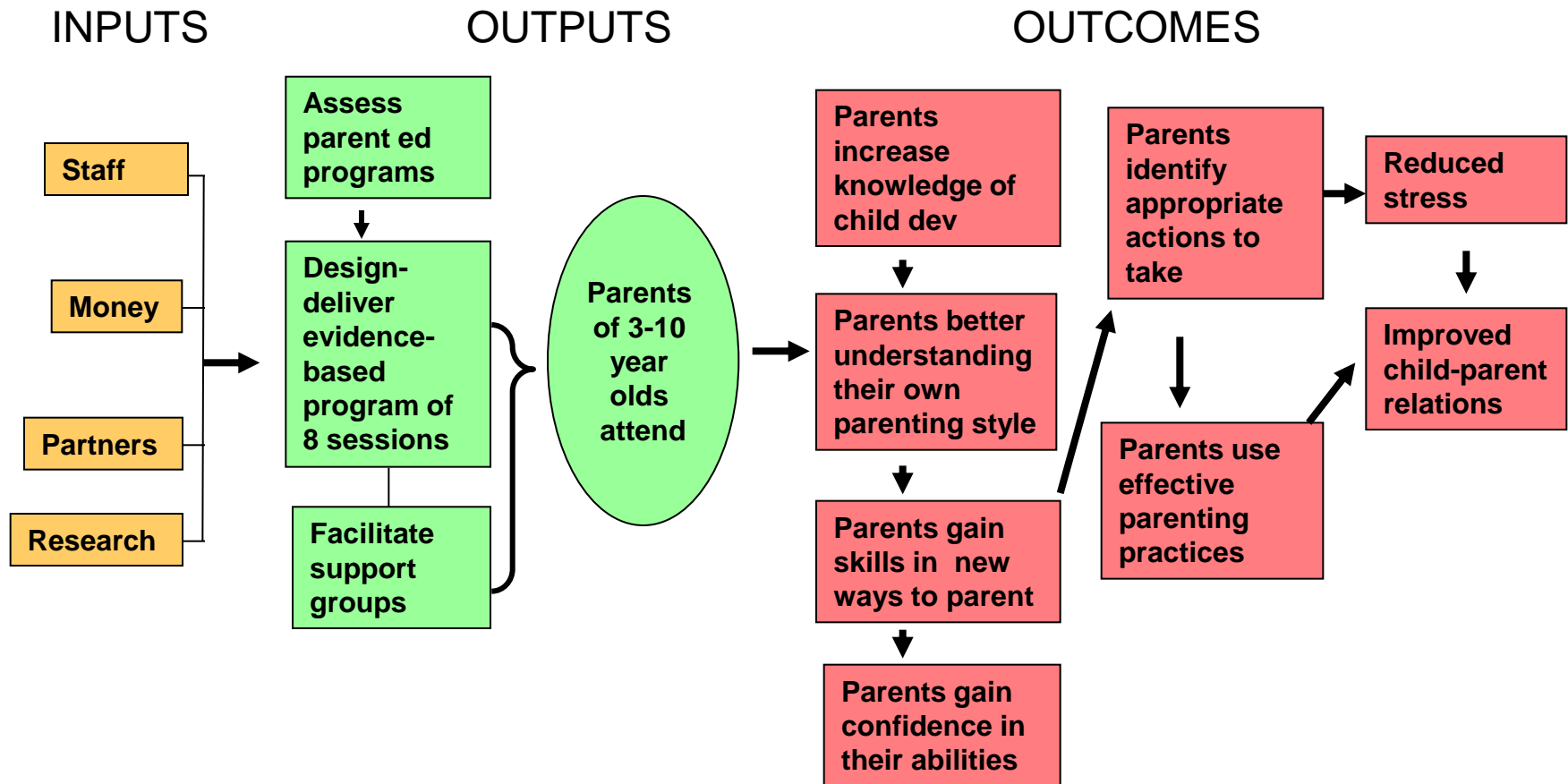
Fulfill requirement of funder

Improved planning

Improved evaluation

Accountable here

Youth and community service

INPUTS   OUTPUTS   OUTCOMES

Staff

Grant

Partners

Time

Youth identify project to work on

Plan project

Carry out the project

Evaluate how they did

Youth ages 12-16

Youth improve skills in planning, decision making, problem solving

Youth demonstrate leadership skills

Youth learn about their community

Youth successfully complete projects

Youth are connected with and feel valued by their community

Youth gain confidence in doing community work

Youth engage in additional community activities

Adults

Parent Education Program – Logic model

SITUATION: During a county needs assessment, majority of parents reported that they were having difficulty parenting and felt stressed as a result

INPUTS   OUTPUTS   OUTCOMES

Staff

Money

Partners

Research

Assess parent ed programs

Design-deliver evidence-based program of 8 sessions

Facilitate support groups

Parents of 3-10 year olds attend

Parents increase knowledge of child dev

Parents better understanding their own parenting style

Parents gain skills in new ways to parent

Parents gain confidence in their abilities

Parents identify appropriate actions to take

Parents use effective parenting practices

Reduced stress

Improved child-parent relations

www.artsassessment.org

- **Step 1: Mission**: What is your organization's educational mission? How does it relate to your overall organizational mission? What educational program goals grow out of those missions?

- **Step 2: Questions**: What do you want to learn about your work, and what kinds of assessments will answer your organizational questions?

- **Step 3: Program Structure**: How can your program be structured so that the collection of assessment data grows out of and contributes to on-going connections to learners and learning?

- **Step 4: Instruments**: How can you create assessment instruments that will capture the data that you need? How can you design your instruments to keep the data collection manageable?

- **Step 5: Results**: How can you analyze the assessment data to answer your assessment questions?

- **Step 6: Future**: How does your analysis of assessment data guide organizational planning? How can you best share your new evidence with various stakeholders?

Studio Habits of Mind from Project Zero at Harvard

- **Develop Craft Technique:** Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint), and artistic conventions (e.g., perspective, color mixing).

- **Studio Practice:** Learning to care for tools, materials, and space.

- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

- **Envision:** Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

- **Express**: Learning to create works that convey an idea, a feeling, or a personal meaning.

Studio Habits of Mind
from Project Zero at Harvard

- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

- **Reflect**: Question & Explain: Learning to think and talk with others about an aspect of one's work or working process.

- **Evaluate**: Learning to judge one's own work and working process and the work of others in relation to standards of the field.

- **Stretch & Explore**: Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

- **Understand Art World Domain**: Learning about art history and current practice. Communities: Learning to interact as an artist with other artists (i.e., in classrooms, in arts organizations, and across the field) and within the broader society.

Lessons Learned

- **Plan, plan, do, plan, plan, do, plan, plan, do…**
- **Don't reinvent the wheel** (plenty of information out there…and inside you and your organization/school)
- **Keep the end in mind** (Stephen Covey)
- **Always, always, always keep students at the center of the process**

Christopher House Community Arts Project

Student engagement: Pre-school and school age students work on the mosaic design

Christopher House parents

Community participation

TOW ZONE

redmoon

THE YOUTH SPECTACLE

The first ever youth-authored, designed, engineered, and performed
spectacle event.

— Illustration of Youth Spectacle - 2/12/10

Redmoon was founded in 1990 to promote a unique brand of performance committed
to the highest quality artistic product and to civic well-being. Pulling with conviction from
contemporary art forms and ancient theatrical forms, Redmoon has created a performance
style that is equal parts pageantry, gadgetry, acrobatics, and ephemera.

Questions and Answers
...and probably more questions still...