

COURSE OUTLINE		
<b>TERM:</b> FALL 2022	<b>COURSE NO</b> EDUC 476	
<b>INSTRUCTOR:</b>	<b>COURSE TITLE:</b> Atelierista Studies: Studio Research in ECCE	
<b>OFFICE:</b> <b>Local:</b> <b>E-MAIL:</b>	<b>SECTION NO(S):</b>	<b>CREDITS</b> 3.0
<b>OFFICE HOURS:</b>		
<b>COURSE WEBSITE:</b>		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

### **COURSE FORMAT**

Three hours offered by lecture, online or mixed mode plus additional fourth hour activities each week for a 15-week semester, which includes two weeks for final exams. Fourth hour activities will be delivered in a variety of ways. Instructions for fourth hour activities will be posted on the course elearn site.

### **COURSE PREREQUISITES/CO-REQUISITES**

45 credits of 100-level or higher coursework, including EDUC 277 and EDUC 373; and ENGL 100 as a pre or co-requisite.

### **CALENDAR DESCRIPTION**

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.

### **REQUIRED TEXTS AND/OR RESOURCES**

See eLearn for the complete list and links to readings

Biesta, G. (2018). What if? Art education beyond expression and creativity. In C. Naughton, G. Biesta & D. R. Cole (Eds) *Art, artists and pedagogy: Philosophy and the arts in education*, pp.11-20. New York: Routledge.

Early Childhood Educators of British Columbia (2021). *Code of ethics: Early childhood educators of British Columbia* (7th ed.). Author.

Ingold, T. *Anthropology and/as education*. New York: Routledge.

- Irwin, R.L. & Springgay, S. (2008). *A/r/tography as practice-based research*. In M. Cahnmann-Taylor and R. Siegesmund (Eds), *Arts-based research in education*, (pp. 103-124). New York: Routledge.
- Kind, S & Argent, A. (2019). *Fabricating: fabric fluidities and studio encounters*. In D. Hodgins (Ed) *Feminist Research for 21st-Century Childhoods: Common Worlds Methods*. London: Bloomsbury Publishing.
- Kind, S. (2010). *Art encounters: Movements in the visual arts and early childhood education*. In V. Pacini-Ketchabaw (Ed), *Flows, rhythms, and intensities of early childhood education curriculum*, pp. 95-109. Rethinking Childhood series, New York: Peter Lang.
- Kind, S. (2018). *Collective improvisations: The emergence of the early childhood studio as an event-full place*. In C. Thompson and C. Schulte (Eds.), *Communities of practice: Art, play, and aesthetics in early childhood*. New York: Springer Publishing
- LeBlanc, N. & Irwin, R.L. (2019). *A/r/tography*. Oxford Research Encyclopedia of Education. Oxford University Press. Retrieved from <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-393>
- Richardson, J. & Walker S. (2011). *Processing process: The event of making art*. *Studies in Art Education* 53(1), 6-19
- Sullivan, G. (2006). *Research acts in art practice*. *Studies in Art Education* 48(1), 19-35
- Springgay, S. Irwin, R. L. & Kind, S. (2008). *A/r/tographers and living inquiry*. In J. G. Knowles and A. Cole (Eds) *Handbook of the arts in qualitative research*, pp. 83-91. Thousand Oaks, CA: Sage Publications
- Springgay, S., Irwin, R. L. & Kind (2005). *A/r/tography as living inquiry through art and text*. *Qualitative Inquiry*, 11(6) 897-912.
- Vintimilla, C. D. (2019). *What is pedagogy?* <https://ceeycc-cepege.ca/provincial-en/2019/03/26/what-is-pedagogy/>

## COURSE STUDENT LEARNING OUTCOMES

### On successful completion of this course, students will be able to do the following:

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

## COURSE CONTENT

- Introduction to artistic methodologies and research-creation: a/r/tography, studio practice as research
- Research-creation and practice-based research
- Art practice as research: How can we think of art as research? In what ways can making or artistic creation be understood as a process of research?
- Studio pedagogies: What pedagogies, orientations, and values shape the studio? What does this mean for how we think about creativity and art-making?
- Artistic languages: How are artistic languages conceptualized, understood, and expressed? What might it mean to think through artistic languages and artistic processes?
- The culture of the studio: How is the culture of the studio created, expressed, and nurtured? What approaches and ways of being together and investigating creates the culture of the studio?
- Lively materials: What does it mean to think of materials as agentic and 'lively'? How does this contribute to the life and culture of the studio and artistic research?
- Studio thinking and studio experimentation
- Collaboratories: co-labouring and co-composing with others
- The processes and productions of artistic inquiry
- How art practice as research matters: implications for early childhood education

## EVALUATION PROFILE

Written Assignments (which may include research papers, reading responses, literature reviews)	30-70%
Portfolio/Visual Journal	20-35%
Artistic inquiry	20-35%
<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 = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

## Incomplete Grades

Grades of Incomplete "I" are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

**Late Assignments**

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue. In an online class, late assignments will not be marked after 7 days.

**Missed Exams/Quizzes/Labs etc.**

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

**Attendance**

Attendance is essential for the successful completion of this course. Students are expected to attend all classes and associated activities. In the event of an absence from class, the student will inform their course instructor. Punctuality will be assessed in the same way as attendance.

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.

**English Usage**

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments. All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. 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 a "C".

**Electronic Devices**

Students may use electronic devices during class only if requested by instructor.

**On-line Communication**

Outside of the classroom, instructors will (if necessary) communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

**UNIVERSITY OPERATIONAL DETAILS****Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

**Capilano University Security: download the [CapU Mobile Safety App](#)**

**Policy Statement (S2009-06)**

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

**Academic Integrity (S2017-05)**

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

**Academic dishonesty** is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

**Cheating:** Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

**Fraud:** Creation or use of falsified documents.

**Misuse or misrepresentation of sources:** Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

**Plagiarism:** Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

**Self-Plagiarism:** Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

**Prohibited Conduct:** The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

### **Sexual Violence and Misconduct**

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>)

**Emergencies:** Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

## **DEPARTMENT OR PROGRAM OPERATIONAL DETAILS**

### **Vision Statement**

The ECCE diploma/degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

The CAPU Early Childhood Care and Education program stands in partnership with Early Childhood Educators of British Columbia (ECEBC; see <https://www.ecebc.ca/>) in promoting early childhood education as a profession. The department is committed to working towards the professionalization of early childhood educators in a universal, accessible, inclusive early childhood system that views early childhood education as the right of the child as a citizen.

We stand as allies of the BC Aboriginal Child Care Society (BCACCS; see <https://www.acc-society.bc.ca/>) working in all ways toward truth and reconciliation in ensuring our practice honours the Indigenous Early Learning and Care Framework and UNDRIP. We are resolute in supporting the self-governance of Indigenous Peoples in creating an Indigenous early years system.

**Professionalism**

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course/practicum.

**Final Exams/Assignments Period**

Students must remain available throughout the full exam period; either for final exams or assignments. Students who are in courses that do not have final exams scheduled will have classes until the last day of the exam period. In rare circumstances, exams may need to be rescheduled due to harsh weather conditions or other unforeseen factors. Travel plans must be made outside of the exam schedule.