

IGNITE!

Newsletter of the AERA Arts & Learning SIG



Photo by [Chris Montgomery](#) on [Unsplash](#)

The mission and purpose of IGNITE! is to create a forum that connects, informs, shares, educates, and invites SIG members to contribute their works to the SIG throughout the year.

Share, Inspire, Connect

Teaching and Researching during a Global Pandemic

For many of us the COVID-19 pandemic has pushed us to rethink how we approach our teaching and research practice. In this issue we highlight SIG members' advice for teaching online, Arts & Learning articles, and creative works. Our contributors recognize that while the effects of the immediate shift to online learning and of the broader crisis are not to be minimized, as artists, scholars, and arts educators, we are finding innovative ways to connect with one another and with our students. We celebrate your work and encourage you to share in the excellent publications produced by SIG members. Thank you for your contributions to this community of Arts & Learning. We hope you enjoy this issue of IGNITE!

Message from the Chair

Dear Arts & Learning Special Interest Group Members,

Happy New Year and welcome back to the Arts & Learning SIG 2021. I send my sincerest appreciation to all of you for your dedication to our shared collaborations, teachings, intellectual engagement and research surrounding the arts and learning. After a difficult 2020, it has been a challenging start to our new year with the tragic pandemic and the political events that we have all witnessed and experienced for the start of 2021. I am truly saddened by so many of the losses of loved ones due to the pandemic and shocked by the turn of events at the United States Capitol this last week. One of our SIG goals is to continuously address systemic racism and injustices through the arts and learning. With the resignation of Secretary DeVos and the up-and-coming appointment of Miguel Cardona, there is great hope for a better and brighter future in education for the United States. Including our SIGs research of the inclusion of arts in education enhances this beautiful vision of change for the future. I would like to thank Jody and Meg, our IGNITE! Newsletter Co-Editors, for revitalizing the SIG Newsletter and gathering such important information to support all of us in teaching online during the pandemic. There are so many valuable points about online teaching and learning in this newsletter. Enjoy! I also send my gratitude to the Arts & Learning SIG Leadership Team for all of their support and ongoing service to the SIG. I hope to see many of you at the virtual AERA 2021 Conference from April 9-12th during Presentations, Round Tables, our Business Meeting and during our Networking Event. More to come about the 2021 Conference soon. Take best of care of you and yours.

In solidarity and appreciation,

Amanda
Arts & Learning SIG Chair 2020-2022

SIG Members' Advice for Teaching Online

Discuss, Respond, and Get Creative

Advice from Meagan J. Meehan,
University at Buffalo

Emphasize discussion forums. Ideally, you should design fun and creative projects such as making a meme, creating a video/multimodal presentation, writing original fiction or poetry and then have the students share them with each other on discussion forums. Make sure students are required to thoughtfully respond to at least two classmates.

Give each student individualized feedback. If the students know that their work will be shared with the group and truly reviewed by the professor, then they will likely be more intrinsically motivated to get creative and come up with innovative projects.



[Access video at this link.](#)

Have fun! The video is song remix project I did as part of a doctoral class. I had so much fun with it, that I eventually assigned the same project to my own undergraduate students!



Photo by Sharon McCutcheon on [Unsplash](#)

Skill Building and Student Choice

Advice from Joe Elefante, Texas Tech University

Music ensemble rehearsals are extremely challenging online. The inability to have in-person ensemble rehearsals has required a major mindset shift. My staff and I have arrived at these solutions.

Use the technology and scheduling flexibility to focus on individual skill-building. Although we all wish we could rehearse concert repertoire in the same room, the inability to do so does allow more time for individual, self-managed work. In this type of learning students can exhibit self-discipline and self-motivation, set personal and collective goals, use planning and organizational skills, and demonstrate personal and collective agency.

Incorporate more student voice and choice in learning. Since March, I have designed and observed many project-based choice assignments in the music classroom. Assignments like these allow the student to make their learning more personal and, therefore, meaningful. Teachers get an opportunity to connect with each individual student in a more intimate way than typically happens in large ensemble rehearsals.

Take the opportunity to build capacity in areas that were routinely ignored pre-pandemic. If we do it right, we can carry many of these skills and strategies forward post-pandemic and give our students the rich, well-rounded arts curriculum they deserve.

Creative Works & Other News

Teaching and Learning in the Time of Pandemic: Arts Education and Students with Disabilities

The Arts for All Abilities Consortium is planning a virtual conference event on Jan. 31 and Feb. 1, 2021 on [Teaching and Learning in the Time of Pandemic: Arts Education and Students with Disabilities](#).

ABC News Radio Celebrating the Arts

In late November 2020, ABC News Radio broadcasted a podcast called [Celebrating the Arts](#). The podcast highlights artists, creative works, and even discusses issues related to teaching the arts remotely.

CALL FOR CONTENT

Would you like to contribute to future issues of *IGNITE!*?

Content may include:

- original artwork, poetry, or creative content
- 2020-21 publications in the field of Arts & Learning
- SIG relevant news or announcements.

Newsletters are planned for January, April, and July.

Please share your submissions or suggestions in [this Google Form](#).



What Is It You Plan to Do with Your One Wild and Precious Quarantine? (An homage to Mary Oliver)

Home is the inside of a snow globe,
we are beautiful when we are shaken.
Shuffling through rooms touching
all that we can in the proscribed universe of
things that are safe for us to touch.

I am staying home to stay alive,
soothing my soul by conjuring a beefy red sauce
in my grandmother's cast iron pot.
Clop of the knife as it lands on the cutting board
halves the onion and
out tumbles the heart, a tiny
fertility goddess, bringer of life,
makes her way into my kitchen.

I am a time traveler
peering into my ancestor's window,
seeking refuge at her hearth.

This allium's heart is connected
to all of the onion spirits
who flavored dishes made by hands
that held you when you were small.
The onion and its heart now
steaming away in grandma's pot,
as the soft animal of my body is lost and found
in the scent and the sound of the sizzle.

Amanda Nicole Gulla
poem & artwork
Lehman College CUNY

SIG Member Research

Joy Bertling and Tara Moore's (2020) study, "[US Art Teacher Education in the Age of the Anthropocene](#)" published in *Studies in Art Education*, examined how art teacher education programs in the U.S. prepare art teachers to engage with ecological issues and implement ecological pedagogies.

[Enlivening Instruction with Drama and Improv: A Guide for Second Language and World Language Teachers](#) by Melisa Cahnmann-Taylor and Kathleen McGovern (2021) is an engaging and complete resource has everything language educators need to bring drama and theatre techniques into the ESL, EFL, or World Language Classroom in person or online.

Kayla Dean and Joy Bertling's (2020) instructional resource "[Eco-visualization: Facilitating Ecological Relationships and Raising Environmental Awareness](#)" published in *Art Education* presents several eco-visualization artists, whose work disrupts prevailing cultural assumptions and anthropocentric modes of being in the world, renders ecological relationships visible, and encourages involvement in ecological restoration.

Megan T. Deeg, Kathleen M. Farrand, and Wendy Peia Oakes (2020) share insights on how play-based and drama-based approaches to teaching can support student learning in [Creating Space for Interactive Dialogue during Preschool Circle Time Using Play-based Pedagogies](#) and [Dramatic Inquiry: An Inclusive Approach to Learning Using Collaboration and Multiple Modes](#).

Amanda Nicole Gulla and Molly Hamilton Sherman (2020) offer a theoretical and practical guide to implementing an inquiry-based approach to teaching which centers creative responses to works of art in curriculum in their book [Inquiry-Based Learning Through the Creative Arts for Teachers and Teacher Educators](#).

Jennifer Blackburn Miller's (2020) [Transformative Learning and the Arts: A Literature Review](#) studies the arts in adult education by asking what art forms are being used for transformative learning, how are they being used, and with what effect?

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