A Word from the Directors…

Liane Brouillette, Ph.D.
Co-Director, Center for Learning in the Art, Sciences & Sustainability

This has been a momentous year. Dr. Bradley Hughes of the Department of Ecology and Evolutionary Biology has joined the Center as Co-Director. Brad is Director of Science Education in the School of Biological Sciences. In addition, the Center has bid a fond farewell to the California Institute for Telecommunications and Information Technology (Calit2), which had been our host for the last three years and moved to the School of Biological Sciences. In honor of this move, the name of the Center has been changed to the Center for Learning in the Arts, Sciences, and Sustainability.

We are very excited about the new possibilities this opens up. Beginning with the 2006 Mapping the Beat grant from National Geographic, the Center had become increasingly involved in exploring how multimodal learning can boost achievement in a broad spectrum of academic disciplines.

Just prior to the move to Biological Sciences, the Center received a $1 million Improving Teacher Quality grant to create and implement a new science-and-arts curriculum in 15 diverse elementary schools in San Diego. In fall 2011, students from the new MS program in Science Education and Multimedia will begin videotaping the new lessons in San Diego classrooms.

This spring the San Diego Unified School District (SDUSD) also received a U.S. Department of Education grant to replicate our K-2 Improving Teacher Quality project in additional schools. CLASS has subcontracted to carry out research and evaluation on the Arts in Education Model Development and Dissemination (AEMDD) grant. Both the ITQ and AEMDD projects run 2010-14.

The teachers we work with don’t understand why every teacher in the world doesn't have an ArtsBridge Scholar.

- Terry Thaxton, University of Central Florida

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New Journal Issue
Arts = Education: Connecting Learning Communities in Los Angeles

The Center’s new manuscript series on Learning in the Arts and Sciences was launched with a positive splash; *Arts = Education: Connecting Learning Communities in Los Angeles* tells the story of an award-winning arts education program that improved learning outcomes for youth and young adults in inner city schools and the University of California. The book is a powerful record of public memory - a manifesto of what is possible.

*Arts = Education* is a counter weight to the current discourse in public education. While educational institutions attempt to balance their budgets, they are also confronting their values. Many public schools are choosing to narrow the curriculum – despite what we know about how kids learn best. Public universities are cutting back on outreach programs in the face of state budget cuts. Limited resources have become an excuse for limited thinking and action.

In June 2011, the President’s Committee on the Arts and Humanities (PCAH) released a national report calling for *Reinvesting in Arts Education*. Days later, the Governor of Kansas gutted the State Arts Council, the agency which provides the lion share of support for arts education in Kansas.

Nearly two thirds of California students attend schools in large urban districts where a narrow focus on English and Mathematics has drained arts education and innovation from the classroom. Creativity and collaboration are crucial skills, required for educational achievement and participation in the new economy. Access to arts education and high quality public schools are highlight influenced by place, race, ethnicity, and socio-economic status (PCAH 2011, NAACP 2011, SRI International 2008).

Within this context, *Arts = Education* provides a refreshing example of positive collaborations across the K-20 pipeline, and across urban and suburban communities. The story is told in the participants’ own voices. It combines insightful classroom ethnographies, visual work samples, and quantitative analysis. Novice teachers, teaching artists, youth, parents, and school administrators discuss how arts partnerships influence their lives and how they learn. The stories and analysis were collected and refined during a four-year process of teaching, learning, and assessment structured by the editor, Dr. Amy Shimshon-Santo, while she was a professor at UCLA. Under her guidance, the *ArtsBridge* program flourished, building successful partnerships with schools in the Los Angeles, Compton, and Lynwood Unified School Districts. The program emphasized mutually beneficial partnerships that supported teacher development at the university, arts education instruction in K-12 classrooms, college preparation and mentorship for children, as well as college tours, workshops, and lifelong learning opportunities for classroom teachers and parents. *Arts = Education* offers innovative solutions for teaching and learning. For example, a statistically significant increase was found in the capacity of participants to recognize and appreciate their talents and abilities, as well as those of their peers. The impact on university student participants appears to have been just as useful as for the K-12 students. UCLA students rated their experience teaching arts in the community among the most valuable of their university careers, and ranked it higher than their university education overall. *Arts = Education* is a valuable resource for teachers, artists, administrators, policy makers, as well as public and private institutions, who care about the future of education.

UC Press distributes *Arts = Education* worldwide in print and the open access electronic version is supported by the California Digital Library in eScholarship.

Dr. Shimshon-Santo is an artist, educator, and public scholar. She serves on the State of California’s Education Leadership Institute (ELI) team to the National Endowment for the Arts and is actively involved in policy reform. She works to promote powerful ideas and actions that help people transform their lives. Contact her at shimshona4@gmail.com.
A Message from ArtsBridge America

This spring, and a year after hosting the last ArtsBridge America conference, the UCI Center for Learning in the Arts, Sciences and Sustainability invited the ArtsBridge America (ABA) network to complete an online survey. The purpose of the survey was to update information about the various ABA sites and to collect suggestions from administrators and mentors for potential future activities including: interest in electronic meetings, annual or bi-annual conferences, collaborations on fund raising, and publications. The results from 13 sites, out of a potential 19, were enlightening and encouraging. There is a lot of energy in the network with mature sites continuing to support arts outreach in the schools and in health facilities, and at least one new site starting-up in the new academic year. The following is an overview of the survey results.

We are pleased that, in spite of the many end-of-the–academic-year distractions, 12 ABA sites replied, these were: Utah State University (USU), University of California Santa Cruz (UCSC), University of Colorado Denver (UCD), University of Delaware (UD), University of Utah (UU), Weber State University (WSU), Brigham Young University (BYU), University of Nevada Las Vegas (UNLV), Lawrence University (LU), University of California San Diego (UCSD), University of Central Florida (UCF), and University of Hawaii Manoa (UHM). As you can see, the geographic diversity of the ABA network is impressive with interest and activity nationwide.

We asked for estimates of the number of scholars and students served. I used the larger numbers in each case for a total of approximately 170 scholars serving a whopping 3,735 students; students whose experience with the arts would be considerably diminished without the good work of ArtsBridge America. Programming by ABA sites does not fit just one model, which is a good reason to find ways to showcase each site, which we would like to do in future publications. Meanwhile, it is exciting to see that our “veteran” sites, continue to find ways to support scholars in schools or health care facilities. And, new sites are joining the network. Weber State University in Ogden Utah is the newcomer on this list with programming starting up in Spring 2012. The following is a brief overview of the kinds of programming being supported by these sites.

Each site was asked to describe their ABA activity. This prompted informative responses and provided a picture of a network using many different models or approaches in their outreach and support of arts education in the schools. The following is a very brief overview of the types of projects engaged by ABA network scholars. Students at Lawrence University are learning “world dances”. USU has taken a regional lead in the training and implementation of the Reading In Motion (RIM) curriculum (a non-profit program from Chicago) in the schools with great success as evidenced by improvements in student test scores. The University of Delaware is supporting a multifaceted program that includes teaching colonial history, poetry, and transportation concepts through dance and music. Scholars at BYU are assisting classroom teachers in integrating arts knowledge and skills in other core subject areas. The University of Utah is working primarily with Title 1 schools to stimulate creativity and learning through the arts.

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ArtBridge America

Scholars at UNLV are working in K-12 classrooms helping “newcomers” learn English and high school students develop screenplays and short videos. Undergraduate scholars at the UHM are employing readers’ theatre, storytelling, creative drama, creative dance, script writing, and the development of original monologues with a focus on literacy development. Teachers working with scholars in the University of Central Florida Experiential Learning division report increased student interest in learning core content through the arts. With two sites in California reporting, scholars at UCSC and UCSD are bringing the arts to low income schools. Following the “health bridge” model initiated at UCI by then Dean Jill Beck, now President of Lawrence University and the founder of ABA, scholars at the University of Colorado Denver are helping children address their health challenges through photography and the project has garnered positive attention from the University and the city with TV and radio segments.

In another section, we asked respondents to report on the impact of their programs on scholars, students, teachers and community members. While most of the responses cited anecdotal evidence, the level of enthusiasm reported was very high. The following are a few representative responses:

I think the biggest impact is the development of excitement for teaching among the most gifted undergraduates. Teachers have been so bashed in the press . . . . The ArtsBridge experience counters some of these dissuasive influences and enables top college students to see themselves as future teachers, with pride.  -Lawrence University

University students complete an on-line survey upon completion of their projects. They indicate gains in arts, curricular and interdisciplinary knowledge and skills. They also indicate they have improved upon their pedagogy skills, and have greater awareness of arts education career options. -University of Delaware

Post-tests have shown an increase in learning from pre-tests in ABA classrooms....Local news sources have also shown an interest in highlighting the partnership between the ABA program and local schools in the face of so many budget cuts. -University of Nevada, Las Vegas

They [students] get experience in an art form, their teacher is trained and receives materials to continue after the scholar leaves....Teachers raise their expectations about standards for student work and get a vision of what is possible. -Brigham Young University

The teachers who participate in our program are able to see how learning through the arts can stimulate students who are often times struggling with traditional methods. In our most successful projects, the teachers are confident and willing to try projects on their own when our project is over. -University of Utah

The K-12 teachers and students that we have worked with have shared their reflections on the impact of ArtsBridge. They have told us that ArtsBridge has impacted their ability to collaborate, to engage more deeply in the content or subject matter explored, and that students had a great sense of pride for the work....Our ArtsBridge projects have garnered positive attention from the University and the city with TV and radio segments on the program. –University of Colorado at Denver

One school now has an annual large dance-drama project that combines the arts and history curriculum at which many community members engage as viewers. –University of California Santa Cruz

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Reading In Motion was by far the best teaching experience I’ve ever had. . . This is one of the best programs I’ve ever been involved in. I think that this program needs to be presented to every school in the nation because I was able to witness its true powers of teaching through the arts. . . . I learned that when children are given the correct tools and support they can accomplish great things. -Utah State University

And ArtsBridge can bring exemplary curriculum and approaches to partner schools:

After three years of Reading In Motion in our schools, one of our school districts approached ArtsBridge this spring and hired us to implement Reading In Motion in all six of their elementary schools over the summer as part of their Kindergarten Preparedness Program. Reading In Motion is now PART of their literacy program on a district level. -Utah State University

A persistent problem is that funding is tight everywhere. Nevertheless, most sites reported minimal levels of funding and creative ways to reward scholars for their hard work. A variety of sources of funding were described including individual contributions, grants or discretionary funding. Some sites were able to provide scholarships for student scholars, others relied instead on course and/or community service credit. And some sites were able to weave strongly recommended teacher professional development into their projects.

The survey has illuminated several "points of commonality" (from Lawrence University response). These include enthusiasm for the model of scholar outreach, recognition of benefits to scholars and students served, interest in finding ways to collaborate on fund-raising, and showcasing projects and sharing results in an annual meeting or conference. There was some interest in the network for using Facebook or other social media; perhaps as a vehicle for scholars to share experiences.

Here in the Center we have several tasks to follow-up on, including updating the ABA website and looking for funding, to enable us to better support the good work of network sites. Based on the survey results we will investigate the possibility of hosting a two-day conference here at UCI again next spring. With funding so tight we probably will need to charge a registration fee of approximately $150 for each participant with a reduced fee for students and scholars. We would like to hear from you about this and with possible dates and suggestions for content. Meanwhile USU will host a RIM workshop in September 2011 for ABA sites in the region. This type of initiative is encouraged and enables sites to develop expertise that helps them meet local goals and objectives.

Thank you for taking the time to submit your responses to this survey. For those of you who have active ABA projects, and were not able to participate in this survey, you are encouraged to contact us and we will send the survey to you and include you in future updates about the excellent progress of the ABA network. Enjoy the summer.
Mapping the Beat Goes on a Surfing Safari

Maureen Burns and Barbara Cohen

Start waxing up your virtual surfboards and join us as we explore the roots of California surf music within the context of California history on the Surfing Safari web site. The newest extension of Mapping the Beat, a signature ArtsBridge project linking visual and performing arts with the geography and social studies curriculum, has just been released and is ready for teachers to take on a test ride. Before we take off, we should thank the University of California Humanities Research Institute and the National Geographic Educational Foundation for their generous support as well as Liane Brouillette, the principal investigator at the Center for Learning in the Arts, Sciences and Sustainability.

More than any other sport, surfing has inspired a broad culture of music, fashion, language, and life style, and it is the history of the music that has propelled our journey. Primarily targeted for 11th-grade high school teachers and students as they teach and learn about California history and popular culture, this web site also has interest for other educational levels, as well as for surfers and music enthusiasts.

Included on this educational web excursion is an extensive historical essay with a focus on surf culture, written by a California historian, Julie Cohen, and UCSB ethnomusicologist, Tim Cooley. From Captain Cook’s travels to the present, historical information is broken into manageable sections to help users navigate quickly to the time periods and topics that interest them the most. The geography section explores California’s physical character and environment to see how it helped to shape these social and cultural trends.

Two lesson plans are provided as well as a document filled with resources for teachers to refer to, use, adjust, and/or build their own lesson plans. We would be happy to consider adding new lesson plans to this section if teachers would like to share them (use the feedback link to reach us). Two Powerpoint presentations are provided, one with audio and video links imbedded and another that could be used as a starting point for building your own presentation.

Also, visit our other safari pages with suggested student readings, book and article references, film recommendations, and multimedia links.

We suggest you park your woody in front of the local surf museums in southern California, rich in resources, with staff both knowledgeable and generous of spirit. There are web links to these institutions as well as the archives and libraries we found most useful. Don’t wait ‘til June, surf’s up right now!

Check out the other Mapping the Beat projects on the CLASS web site and a special issue of the Journal for Learning through the Arts to learn more about the history and development of the Mapping the Beat curriculum.
News from the UC Irvine Poetry Academy at El Sol

Sue Cronmiller

As the founding director of the UC Irvine Poetry Academy and poetryXchange, I have a number of exciting announcements to share. First, the paperback edition of Mind's Eye: The Poets of El Sol is available at the UCI Bookstore (or by e-mail request sue@poetryxchange.org). Representing eight years of writing workshops at El Sol Academy of Arts and Sciences in Santa Ana, the book is an enchanting and eye-opening anthology of elementary student poetry written by students living in one of the poorest urban neighborhoods in the nation.

In addition, the California Council for the Humanities recently awarded the poetryXchange a $10,000 California Story Fund grant for its project entitled "Poetry for Democracy." The purpose of the grant is to capture genuine and compelling stories from and about California's diverse communities, and to ensure that those stories can be shared widely. The poetryXchange will offer poetry workshops themed on democracy for middle school students at El Sol Academy. The poems this program generates will be shared with the community through an engaging poetry blog and a series of public events throughout the county. The poetryXchange empowers at-risk individuals through poetry-based educational activities, publication and community events.

Then, on May 5, 2011, fifth-grade poet Joshua Perez represented the UCI Poetry Academy at the High Hopes Luncheon at the Hyatt Regency in Irvine. Joshua read his poem,"Day After Day" for over 350 guests including Chancellor Drake and local businessman and philanthropist Paul Merage. The annual luncheon is organized by the Merage Foundations and the Orange County Community Foundation to benefit the children of Orange County.

Joshua wrote his original poem during the winter quarter poetry workshop at El Sol. Weekly workshops are led by program director and poet, Sue Cronmiller and a team of UCI undergraduate writers.

Here is Joshua's poem:

Day after day
hard thoughts
cross the sea.
The sun scorches the horizon
reminding me that I
have new memories
big as stones falling
asleep in terror.
Day and night
lightning breaks the sky
all the way to space.
It happens every day
no matter the season
no matter what day.
The whole world in a war
of thoughts and motion.
But for me it's Monday
and I'm late for school.
Learning in the Arts and Sciences Book Series

Continuing to help expand open access to scholarly publications, CLASS has published the first book in a new online monograph series through services provided by the University of California Press, the California Digital Library, and the Berkeley Electronic Press. Amy Shimshon-Santo, who has been involved in the UCLA School of the Arts and Architecture ArtsBridge activities, has edited a book-length work entitled Art = Education: Connecting Learning Communities in Los Angeles, which is the first in the Center’s Learning in the Arts and Sciences monograph series. In it, arts educators discuss critical pedagogy in the arts, honor youth creativity, and share successful teaching and learning strategies in architecture, art, dance, design, and world music. The work is openly accessible from the Center’s eScholarship site with the option of purchasing a print version through the UC Press. Among the advantages of this hybrid publishing program are: global dissemination and reach, Google optimization for discoverability, author retention of copyright, and perpetual access & preservation.

The Center’s other eScholarship publications have already reaped these benefits with working papers, post prints, and the peer-reviewed Journal for Learning through the Arts. The Center is also pleased to announce the publication of Volume 7, Issue 1, 2011. This issue features articles on teaching and learning in the arts, professional development and teacher training, medical humanities, and a book review.

Call for JLtA Articles: Next Deadline January 31st, 2012

Manuscripts are currently being accepted for the next issue of the Journal for Learning through the Arts. THE SUBMISSION DEADLINE IS JANUARY 31, 2012. See the eScholarship web site for more information, or to submit a manuscript for consideration for publication.

Journal for Learning through the Arts is a peer-reviewed, online journal focused on disseminating current theory, research, practice, and thinking on arts integration in schools and communities. The Journal provides a forum for discussing all aspects of learning that integrate the visual and performing arts within K-12, community, or higher education settings.

Submissions are invited from university faculty, researchers, teaching artists, and K-12 school district personnel who have explored the link between learning and the arts through deliberate and disciplined integration of the arts (1) across arts disciplines, (2) with other academic content areas, and/or (3) into community-based educational programs. Manuscripts may be submitted online any time.

Articles discuss theory and practice, highlight current research, and review teaching and professional materials of interest to language arts educators. Articles should provide important insights into--or suggest provocative questions about--arts integration and learning. Proposals for Book Reviews on current, recent, and classic works on arts integration and learning are also welcome.

Manuscripts should be in English and prepared in accordance with the format recommended in the Publication Manual of the American Psychological Association. Authors are invited from outside of the United States. Manuscripts are reviewed anonymously by at least two members of the Peer Review Board. Guidelines are available online.

The Journal is sponsored by the Center for Learning in the Arts, Sciences and Sustainability.

Queries? Contact: Maureen Burns (maburns@uci.edu)
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Visit the CLASS Web site at www.class.uci.edu

Please visit the CLASS Web site frequently as it is being redesigned and updated with information about our latest collaborative projects, research activities, and program initiatives. Additionally, our site provides K-12 teachers and teaching artists with access to interdisciplinary visual and performing arts lesson plans and video lessons.

We plan on continuing to provide online visitors with dramatic improvements in navigation, appearance and accessibility, not to mention additional educational resources. Video lessons will include streaming videos of three sets of lessons for grades K-2 from the Teaching Artist Project developed by the Visual and Performing Arts (VAPA) Department, San Diego Unified School District. ArtsBridge America faculty and administrators are encouraged to register and login to access the ArtsBridge America Board of Advisors site.

The site was designed by the JDLS Informatics Team, with support from faculty from the UCI Donald Bren School of Information and Computer Sciences.

New Journal Issue:
Volume 7, Issue 1, 2011

The Center is pleased to announce the publication of Volume 7, Issue 1, of the *Journal for Learning through the Arts*.

This issue was edited by Kim Burge of the University of California, Irvine. There are three main sections—Teaching and Learning through the Arts, Teacher Preparation and Professional Development, and Medical Humanities—with a book review as well.

The continuing Teaching and Learning through the Arts section embraces a wide range of articles that focus on how the arts deepen and support learning, within or outside of educational institutions.

The next section focuses on the use of arts integration in teacher preparation programs and other professional development activities.

A section on the Medical Humanities, edited and introduced by Johanna Shapiro, explores how to translate the abstract humanistic values and ideals that undergird clinical medicine into concrete contexts that can inform and inspire medical learners' attitudes and practice.

All of these projects are based on theories about learning in and through the arts. They advance our understanding of how best to apply such theories in educational contexts and show the pedagogical possibility of providing various paths for reaching understanding and meeting student learning needs.

On the Surfing Safari Mapping the Beat Project:

*Just enjoyed reading most of the website narrative. Such a great, easy to read history. There is so much culture with surfing to study and record. There have been two Broadway type musicals produced. Hope you are going to continue with research. With much appreciation.*

Natalie Kotsch, Founder HB International Surfing Museum