Looking with the Learner: Practice and Inquiry is divided into three parts over the semester:

- **Part I: Looking In and Looking Out.**
  In this phase, we will:
  - Develop our own relationships with art
  - Explore theories of looking and learning in museums
  - Prepare for the Museum Learning Practicum with Waltham students

  Don’t fear the readings! They are short and offer concise entry points into our topics and activities. These class sessions will be highly interactive as we model dynamic discussions around looking and learning.

- **Part II: Looking With.**
  During the seven Practicum sessions, we will work closely with third through fifth graders from Stanley Elementary School in the Rose Art Museum to explore looking with young learners and teaching with and through art. The readings will focus on practical tools for engagement and documenting the learning process.

- **Part III: Reflecting on Looking and Learning.**
  In our final classes, we will explore what we have learned about our learners and learning through our work together, and consider the question of assessment through documentation.
1/20

No class – Monday Class Schedule

1/27

CLASS 2: How Do We Learn From Art and Museums?

Based on our varied selection of brief readings, we will consider and experience together the ways that art and museums support learning, teaching, and community interaction.

**Required reading:**

**Journal assignment:**

Draw/paint/collage a picture of a museum building or gallery from memory. Then, conduct an internet image search on “art museum,” select an image, and draw/paint/collage it. Note the differences in your understanding of museums between working from memory and from the image. Write a reflection on your most memorable museum experience.

2/3

CLASS 3: Cultural and Aesthetic Attention

We will identify what it means to look and listen and explore the learning theories of and in museums.

Guest Speaker: Rose Art Museum staff person

**Required reading:**
- Loris Malaguzzi – *The Hundred Languages* poem

**Journal assignment:**

Loosen up and have fun! Follow at least three pages of prompts from Deborah Putnoi’s *The Drawing Mind*. Reflect on your experience of drawing.
CLASS 4: Preparing for the Practicum
What should we expect for our work at the Rose? What is our role with our learners from Waltham? What does it mean to listen? How do we respond to students, silences, and the impulse to praise? How will we document our co-learning experiences?

Required readings:

Journal assignment due:
Write, draw, and/or photograph an experience you have of people in Waltham outside the Brandeis campus. Then do some web research on Waltham and make notes comparing your personal experience with what you read/see online.

2/11, 5pm  Rose Art Museum – Spring Exhibitions Opening Reception!
*It is strongly recommended that you attend the Rose’s opening reception and the artist/curator talk.*

2/17  No class meeting – Midterm recess

2/21 optional Practice session for first Practicum at Rose

2/24 CLASS 5: Museum Learning Practicum #1
*Today we meet our learning partners from the Stanley Elementary School and together explore the new Rose Art Museum exhibitions!*

Required reading:
- TBD Reading on Rose spring exhibitions
- Exhibition previews: [http://www.brandeis.edu/rose/onview/upcoming.html](http://www.brandeis.edu/rose/onview/upcoming.html)

Journal assignment:
Spend at least an hour wandering through all of the Rose Art Museum galleries and spaces. Sketch and/or write about anything you choose. Take pictures in the museum, if/where you are allowed. Write five potential questions for your Waltham learner about the art.

2/28 extra credit Mandel Teacher Forum - Workshop with Alfie Kohn, *Choices in the Classroom: From Coercion to Community* about creating a democratic classroom, 2-5pm in Hassenfeld

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3/2 CLASS 6: Museum Learning Practicum #2
Required reading:
o Reading TBD related to artists, processes, and themes on view at the Rose

Journal assignment:
Make several collages inspired by the work of Rosalyn Drexler, Ellsworth Kelly, and any other artists at the Rose. Use paper, magazines, food wrappers, etc.

Extra credit for Mandel Teacher Forum attendees: Reflect on Alfie Kohn’s presentation in relation to the course and/or your own understanding of teaching.

3/9 CLASS 7: Museum Learning Practicum #3
Required reading:
o Reggio Children. Excerpts from Children, Art, Artists: The expressive languages of children, the artistic languages of Alberto Burri (Reggio Emilia, Italy: 2004)

Journal assignment:
TBD related to student observations and ideas for Rose activities

3/16 CLASS 8: Museum Learning Practicum #4
Required reading:

Journal assignment:
Documentation warm-up: print 3-4 photos from our time at the Rose that help answer the question: What ideas about art, themselves, and the world are the students developing through our experiences at the Rose? Attach the photos in your journal and write your responses to the question.

JOURNALS WILL BE HANDED IN AND RETURNED NEXT WEEK.

3/23 CLASS 9: Museum Learning Practicum #5
Required reading:

Bernson, Looking with the Learner, spring 2016, p. 4 of 7
Journal assignment: No assignment due. Journals will be handed back today.

3/30  
**CLASS 10: Museum Learning Practicum #6**  
**Required reading:**  

**Journal assignment:**  
What does Visual Education mean to you? Draw/write/collage/photograph your thoughts or a story. Make a cartoon, a photo essay, a flipbook, a museum gallery, etc. Be creative and free in your response.

4/6  
**CLASS 11: Museum Learning Practicum #7**  
**Required reading:**  

**Journal assignment:**  
Review all of your journal entries to date in preparation for the final project. Write a proposal for the format and theme of your final project and any questions you have about it.

4/13  
**CLASS 12: Preparation for the Final Project**  
*Visit to deCordova Sculpture Park and Museum and the on-site Reggio Emilia-inspired Lincoln Nursery School, which offer excellent examples of documenting teaching and learning in preparation for the Final Project.*

**Required reading in preparation for deCordova/Lincoln Nursery School visit:**  
- [http://www.decordova.org/learn](http://www.decordova.org/learn) and all sub-sections  
- [http://www.lnscurriculum.org/public.html](http://www.lnscurriculum.org/public.html)

**Suggested reading for those interested in museum education:**  

**Journal assignment:**  
Make some images and notes reflecting on your thoughts and questions from the deCordova and Lincoln Nursery School websites.
4/20 CLASS 13: Final Project Presentations: Demonstrating Assessment Through Documentation
How do we assess our learners and ourselves through documentation? Students will have an allotted time to present their project to the class.

4/27 No class meeting – spring recess

Evaluation
Your grade will be calculated as follows:

- **Attendance and Participation** (includes demonstrated comprehension of readings, participation in class discussion and activities, and engagement with Stanley students): 25%
- **Exploratory Journal entries**: 15%
- **Thoughtful Reading Reflection submissions**: 15%
- **Delving Practicum Reflections**: 20%
- **Self-reflective Final Project**: 25%
- **Extra Credit for attendance at and journal reflection on Mandel Teacher Forum**

Attendance & Participation. Your attendance and active participation is crucial to your own and the group’s learning. Your participation grade is based on the quality of your comments, questions, and engagement with others. Quality participation includes your thorough preparation of the readings and activities, an effort to understand complex issues and dynamics, and your respectful engagement with the Stanley students. It further indicates your willingness to extend your comfort zone and to make a concerted effort to both guide and learn alongside our young learners.

Journals. You will be given a journal for use in and outside of class and when with your Waltham learners at the Rose. Journaling will be your path into the looking, seeing, and exploring embedded in art and teaching activities. Journals will be checked for self-exploration and development of thinking.

Reading Reflections: Due by 5pm on Tuesdays before class. Most weeks, you will be asked to write reflections on the weekly reading assignments to be submitted via email or posted to a LATTE Forum. They are designed to support your comprehension of the readings, the quality of our shared discussions and practicum work, and your integration of the readings into your own educational understandings and approaches. I will look for: 1) Articulation of key take-aways. 2) Evidence of your connections between the readings and course activities. 3) Critical analysis of the readings. 4) Your initiative to apply what you have learned. While a personal response, include citations that adhere to bibliographic standards.

Practicum Reflections: Due via email by 9am on Thursday mornings. Your Practicum Reflections will include responses to at least five of the following questions:

- What happened today that was particularly surprising or memorable? Describe in detail.
- What did you learn about your learner today?
- What did you learn from your learner today?
- What do you think your learner learned today?
- What did you learn about art and/or museums today?
- What did you learn about learning today?
- What did you learn about yourself today?
- What would you change or suggest for next week’s practicum?
- Anything else that you are wondering about or simply want to document?

Bernson, Looking with the Learner, spring 2016, p. 6 of 7
Reflections should be 1-2 sentences per question and may also include any artwork, photographs, audio, or video of our time with our learners at the Rose. Capturing your and your learners’ thinking each week will provide you with documentation that will be critical for your final project.

**Final Projects & Presentations:** Due in class on April 20. Your Reading Reflections, Practicum Reflections, and Journal Assignments will be the basis for your final project integrated with photos and videos of our interactions at the Rose. It may take the form of a PowerPoint, Prezi, mini-exhibit, book, poster, performance, workshop, or other format of your choosing. The projects will use multiple languages (images, text, voice, art, texture, interaction, etc.) to demonstrate what you and the Waltham students have learned over the course of the semester.

**Course Materials:**
All readings are either provided via URL or posted on LATTE.

Photo and video documentation will be stored in our Google folder, **LWTL 2016 Documentation.** Please note: To respect their privacy, images of Stanley students are to be used only for educational purposes within this class. Do not distribute by social media or other means.

**Snow Days:**
In the event of a Brandeis snow day, Reading Reflections will still be due by Tuesday 5pm, and we will meet online at the designated class time. In the event of a Waltham Public Schools snow day, we will meet in the classroom.

**Absences:**
Your attendance at each class is critical for you and your co-learners and co-teachers. Foreseeable absences or late arrivals for any reason (holiday, illness, personal) must be excused prior to the class. If an emergency arises, you must contact me before the class begins. Surprise absences from class will affect your participation grade. Specific religious observances will be accommodated.

All coursework is expected to be completed in spite of excused or unexcused absences.

**Disabilities:**
If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.

**Academic Integrity:**
You are expected to be familiar with and to follow the University’s policies on academic integrity (see [http://www.brandeis.edu/studentlife/sdc/ai](http://www.brandeis.edu/studentlife/sdc/ai)). Faculty may refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issued, educational programs, and other consequences.

**Devices:**
I expect that use of phones, laptops, and other devices will be only for direct application to the course activity. If not, then you may be required to put them away or not bring them to class.

**Communications:**
We will communicate online via LATTE and by email for all course communications and projects. Should an emergency arise, you may contact me on my cell, 617-571-5815.