Course Description and Objectives
This Experiential Learning course links theory to practice in learning and teaching through three types of experiences: 1) looking at art; 2) museum-based interactions with second through fifth graders from Stanley Elementary School in Waltham; and 3) documenting our experiences as lookers, learners, and teachers. What can we learn about art, artists, ourselves, and young learners through the processes of looking at art? How can exploring our own views of the world advance us as lookers, learners, and teachers? How can museums serve as a model for democratic education? These questions have profound implications for schools, teachers, museums, and anyone interested in the development of human potential. Through this class, students will gain hands-on experience with art, museums, young learners, and the Waltham community. Students will gain clarity on their own educational approach as well as ways to integrate art and culture into their future teaching (or other professional work) in various educational contexts.

No previous experience in studio art, art history, or education is required for this course. Students’ previous experiences and particular interests in all fields are welcome and valued.

Course Plan
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 Practicum sessions, we will work closely with second 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.

Course Outline
1/18

**CLASS 1: Introduction: What Can We Learn From Art and Museums?**
After an introduction and overview of the course, we will dig right into the work of looking and consider the learning potential of museum environments and of works of art. Visit to Dreitzer Gallery.

*Required reading: none due for today.*
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, do an internet image search on “art museum” and draw/paint/collage an image of your choice. Note the differences in your understanding of museums between working from memory and from the image. Write a reflection on a memorable museum experience.

CLASS 3: Cultural and Aesthetic Attention

We will explore what it means to look and to listen and investigate the learning theories of and in museums. Visit to Pat Oleszko exhibition at Kniznick Gallery.

Required reading:
- Loris Malaguzzi – The Hundred Languages poem (published in multiple places)
- Pat Oleszko at Kniznick Gallery, Women’s Studies Research Center: https://www.brandeis.edu/wsrc/arts/current.html
- Pat Oleszko website: http://www.patoleszko.com/
- Pat Oleszko interview: http://current.nyfa.org/post/129153892243/fellows-at-30-interview-with-pat-oleszko

Journal assignment:
Do some loose, fun, irreverent, and/or poignant drawings, collages, and commentary in response to Pat Oleszko’s work.
CLASS 4: Listening & Familiarizing Ourselves with the Rose

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? Visit Rose with staff for a preview of new exhibitions.

Required readings:
- Rose exhibition previews: http://www.brandeis.edu/rose/onview/upcoming.html
- Google folder with Rose exhibition information (images for class use only) LET ME KNOW ASAP IF YOU ARE NOT ABLE TO ACCESS THIS FOLDER

Journal assignment due:
Documentation warm-up: Paste at least 3 photos of our class conversations in the galleries in your journal and reflect on what we can learn from listening with our ears and eyes. Google Folder with images (for class educational use only, do not post or distribute). LET ME KNOW ASAP IF YOU ARE UNABLE TO ACCESS FOLDER

CLASS 5: Preparing for the Practicum

How do we make museums relevant? What is our role with our learners from Waltham? What are our goals for the practicum, and how will we know if we have reached them?

Required reading:
- Fred Eversley:
  - http://fredeversley.com/about/energy
  - https://artandpractice.org/exhibitions/fred-eversley-black-white-gray/
  - https://hammer.ucla.edu/now-dig-this/artists/fred-eversley/
- Louise Nevelson:
  - https://archive.org/details/louisenevels00whit
  - http://www.theartstory.org/artist-nevelson-louise.htm
- Tommy Hartung: TBD

Journal assignment:
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.

Bernson, Looking with the Learner, spring 2017, p. 3 of 7
2/16, 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.*

2/22  
**No class meeting – Midterm recess**

2/26 optional **Practice session to prepare for first Practicum at the Rose, 3pm**

3/1  
**CLASS 6: 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:**  
- Additional reading TBD related to Rose exhibitions

**Journal assignment:**  
Spend at least an hour wandering through all of the Rose Art Museum galleries and spaces. Introduce yourself to the guards. Familiarize yourself with the art and the 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 learners about the art.

3/8  
**CLASS 7: Museum Learning Practicum #2**

**Required reading:**  
- Reggio Children. Excerpts from *Children, Art, Artists: The expressive languages of children, the artistic languages of Alberto Burri* (Reggio Emilia, Italy: 2004)

**Journal assignment:**  
Write/draw ideas for activities related to the exhibitions that we could do with our learners in the Rose or just outside. Consider limitations of materials that can be used in the museum.  
*JOURNALS WILL BE HANDED IN AND RETURNED NEXT WEEK.*

3/15  
**CLASS 8: Museum Learning Practicum #3**

**Required reading:**  

**Journal assignment:**  
No assignment due. Journals will be returned.

3/22  
**CLASS 9: Museum Learning Practicum #4**

**Required reading:**  

Bernson, *Looking with the Learner*, spring 2017, p. 4 of 7
Journal assignment:
Print and attach 3-4 photos from our time with our learners that help answer the question: What ideas about art, themselves, and the world are the students developing through our experiences at the Rose? Write your responses to the question.

3/29 CLASS 10: Museum Learning Practicum #5
Required reading:

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

4/5 CLASS 11: Museum Learning FINAL Practicum #6
Required reading:

Journal assignment:
Review ALL of your journal entries to date in preparation for the final project. Write your ideas for the format and theme of your final project and any questions you have.

Assignment: Due by 4/19 at midnight, submit a proposal for your final project.

4/12 No class meeting – Passover/spring recess

4/19 No class meeting – Monday schedule

4/26 CLASS 12: Preparation for the Final Project
Visit to deCordova Sculpture Park and Museum and the Reggio Emilia-inspired Lincoln Nursery School, which offers 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 and all sub-sections
- http://lincoln nurseryschool.org/curriculum/ and all subsections
- 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.

5/3 CLASS 13: Final Project Presentations: Documentation the Learning Process

How can we use documentation to understand and assess what our learners and we have learned?
Students will have an allotted time to present their project to the class.

Presentation due in class on 5/3.

Submission of final presentation material by midnight on 5/3.

Journal assignment: No assignment due. Journals will be handed in for final review.

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 and timely Practicum Reflections: 20%
- Self-reflective Final Project: 25%

Attendance & Participation. Your attendance and active participation is crucial to your own and the group’s learning. Your participation grade includes your thorough preparation of the readings and activities, an effort to understand complex issues and dynamics, your respectful engagement with the Stanley students, and contribution to class activities. It further indicates your willingness to extend your comfort zone and to make a concerted effort to both guide and learn alongside our Waltham 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 reviewed for self-exploration and development of thinking.

Reading Reflections: Due by 5pm on Tuesdays before class. 1-2 page reflections on reading assignments are due via email (or posted to a LATTE Forum, if specified). The prompts are designed to support your comprehension of the readings, the quality of our discussions, 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. 5) Full citations.

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?

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 on 5/3. 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, game, or other format of your choosing. The projects will use multiple languages (images, text, voice, art, texture, interaction, etc.) to demonstrate what both you and the Waltham students have learned over the course of the semester. Details to come.

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 2017 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 will affect your grade. Religious observances will be accommodated. All coursework is 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). 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 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.