



‘Its Like You Fall and There’s a \$20 Bill in Front of You’

Creative Engagement of the Self and Others in Arts Integrated Learning

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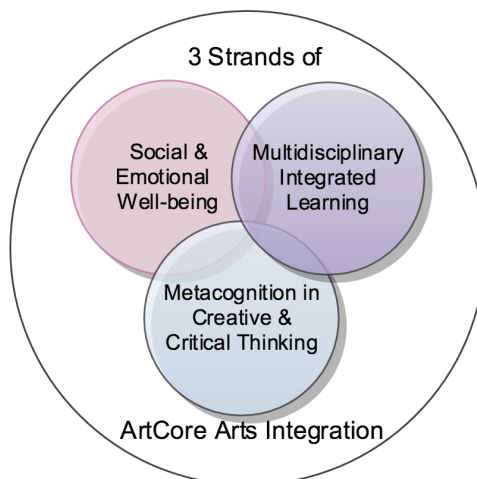


Purpose

- Arts integration as school improvement strategy
 - *What does the experience mean to students?*
- To investigate, we bridge fields—
 - Multidisciplinary arts integrated learning (Burnaford et al., 2007)
 - Affective neuroscience and role of social-emotional experience (Immordino-Yang, 2016)
 - Metacognitive strategies (Flavell, 1979) and habits of mind (Hetland et al., 2013)
 - *Inward* and *outward* dimensions of creative learning (Beghetto, 2016)



Three strands



Anderson & Pitts, 2017

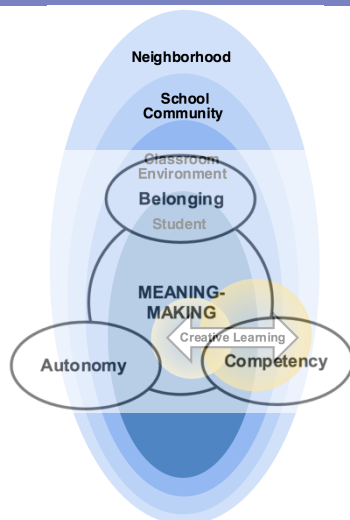


Creative engagement

- An integrated model—
 - Creativity as a process of *personally meaningful interpretation* interacting with the world (Beghetto, 2016)
 - Engagement in school – need for autonomy, belonging, and competency (Fredericks, Blumenfeld, & Paris, 2004)
 - What about the *need for meaning*?



Learning ecology



Brofenbrenner, 1994



RQs

- Student description of arts integrated learning
- Motivation and metacognition \longleftrightarrow arts integrated learning
- Learning conditions and transfer



Method: Setting and participants

- Arts Integration Program
 - 5 middle schools
 - Social studies, science, math, literacy skills, leadership, visual arts, music, and drama-based
- Semi-structured focus groups and interviews
 - 86 students
 - 35 in Spring 2015 – 6th grade
 - 43 in Winter 2016 – 6th grade
 - 8 in Winter 2017 – 7th grade



Data and analysis

- Grounded theory via phenomenological lens (Charmaz, 2014)
- Inductive-deductive cyclical group analysis (Anderson, Guerrero, & Smith, 2016)
 - Open coding → Deductive comparison
 - Inductive synthesis → Categorical codes
 - Independent within-theme analysis → Across-them group critique
 - Additional data collection → Refined analysis
 - Synthesis across themes → Group check and refinement
 - Final interpretation for future direction



Inward process

Reflection and personal expression

- "... [arts integration] keeps me calm and it helps me out from what things I'm going through at home."
- "I've been more happy, more expressed"

Philosophical inquiry

- "... the arts integration program wants to work on your weaknesses to make them your strengths..."
- Creativity—innate in all or only a few?



Outward process

• Outward

- Sources of inspiration
 - "sharing creativities"
- Support for risk-taking – *what is normal, anyway?*
 - Helping students to not "... choose to hide [their creativity]..."
- Moments of divergence and contrast form identity
 - "Different imaginations"
- Witness and grow from others' unique interpretations



Motivation

- Intrinsic enjoyment in school
 - “I think I learned a lot... I usually don’t like school.”
- Emotional drive toward mastery
 - “I push myself a lot in a good way”
- Enhanced content relevance
 - “... makes it seem real...”



Metacognition

- Seeing creative and artistic processes in everyday life
- Practicing habits to reverse deficit-framed thinking patterns
 - “... there is no such thing as mistakes because that mistake can be something... super cool!”
 - “... the people that learn from mistakes are the people who really go forward in life...”
- Opportunity-driven vs. perfection-seeking



A grounded theory

- Competency—Confidence to ***fail forward*** with ideas and be open-minded
- Belonging—Comfort to express and welcome ***divergent interpretations***
- Autonomy—Space to ***emotionally connection*** and choose direction

Competency —> Belonging —> Autonomy



Moving forward

- Prioritize the process
- Creative learning environments
- Risk-taking-modeling and supporting

“...like you fall and there’s a \$20 bill in front of you.”



Thank you!

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