

Instructions: Carefully read the discussion topics and questions listed below. Place a check mark (✓) in front of any topics (or questions) you wish to discuss in our virtual classes. Send this document, with your selections, to Dr. Bayley by Friday, September 10th @ 5:00 pm.

Discussion Topics:

Q: How do you operationalize the following words?

Education, Art/Drama/Media Arts education, School, Teacher, Curriculum

Q: What do these words mean in the context of your subject area?

✓ Assessment & Evaluation in the arts –

Q: What is the difference between assessment and evaluation? Refer to the provincial arts curriculum.

Q: How might assessment and evaluation be different in the arts than in other subject areas?

Q: When should we assess and when should we evaluate?

Q: What should we evaluate/assess?

Q: How should we go about assessing/evaluating students (i.e., written exams, portfolio, aural quiz, peer assessment, etc.)?

Philosophy of (Arts) Education –

Q: What key points should be included in a personal philosophy of (art/drama/media arts) education?

Q: What is the difference between advocacy and philosophy?

Q: How might these approaches/perspectives influence how you communicate/interact with administration, fellow teachers, parents, and students?

Pedagogy –

Q: What is meant by the word “pedagogy”? [Refer to a reputable source/dictionary]

Q: What is an example of music/drama/art/media arts “pedagogy”?

Q: How might pedagogy impact the learning of a new concept? [Teaching approach/strategies]

Q: Might it be possible to have *solid* subject-area content and *poor* pedagogy (and vice versa)?

Performance/creation pedagogy –

Q: What should teachers look for when their students are performing/creating?

Q: What should teachers listen for when their students are performing/creating?

✓ Homework –

Q: Should arts students have homework?

Q: If so, what should it be?

Q: How might this differ from other subjects (e.g., biology, history)

Q: How can a teacher motivate a student to attend to homework?

Q: What would be an example of a *poor/good* homework routine?

Q: Where should your students complete their homework?

Q: Are there any advantages to recording or keeping a log of their homework?

Topics for Discussion

Q: What should you communicate to parents *and* administration re homework?

Q: How can teachers monitor students' homework?

Memorization –

Q: Can/should memorizing play a role in students' learning? If so, why, and how?

✓ Seating arrangements –

Q: How should a teacher establish seating arrangements in visual art or media arts?

Q: How should your classroom be configured?

✓ Classroom management/discipline – [China vs Canada]

Q: What is meant/implied by the terms, “discipline” and “classroom management?”
[Refer to a reputable source]

Q: Why are these behavioural issues/topics important in *any* classroom room?

Q: How might aspects of discipline be different from other classrooms (math, music, art, physical education)?

Q: What behavioural issues might there be in an art, drama, or media arts classroom?

Q: How might positive/negative reinforcement contribute to discipline in the music classroom?

Q: What rules has the Associate Teacher (AT) established to maintain classroom management?

Q: Are the rules posted? Are students reminded on a regular basis or only when there are violations (proactive/reactive)?

Diversity/inclusivity within the educational system –

Q: What does it mean? How might it impact pedagogy? [Q: Who takes art/drama? Why?]

Q: Demographically, who does *not* take arts subjects? Why might this be so?

Q: How could a teacher work with a student body that has varied skill sets (mixed classes, transfer students, different art/drama/media backgrounds)?

Q: How might the notion/spirit of *diversity* apply to other aspects of education other than the student body?

Differentiation –

Q: What is meant by this word?

Q: How might it apply to an art/drama/media arts classroom? What are some strategies that teachers use to differentiate instruction?

Art making/learning outside of the classroom –

Q: In your role as a teacher, what can you do to encourage continued art making/learning *outside* of the classroom schedule?

External competitions –

Q: What might these be (e.g., Drama – Speech Arts in the Kiwanis Festival)?

Improvisation –

Q: What is meant by the word improvisation?

Q: What role can improvisation play in the arts?

Topics for Discussion

In-class Observations – [My China experience with BEd students]

- Q: Is there natural lighting?
- Q: What do you see (walls, doors, blackboard)?
- Q: What might the rationale be for these visual displays? What is the intent/purpose?
- Q: What is *not* there?
- Q: How is the art/drama/media arts room configured (chairs, tables, etc.)?
- Q: Where is the storage room? How is it configured/arranged?
- Q: Where are the resource materials?
- Q: What are the seating arrangements for art, media arts, and drama class?
- Q: Is there a teacher area – desk/office? What is in this area?

Non-pedagogical topics:**✓ Working with parents and administrators***Parents –*

- Q: Why involve parents? How might you involve parents in their children's education?
- Q: What does the provincial curriculum say about involving/interacting with parents?
- Q: In what way might you interact with the parents of your students?
- Q: What should/could parental involvement look like?
- Q: What possible conflicts might arise with parents?
- Q: How should you, as a teacher, handle conflicts with parents, staff, or administration?

Administration –

- Q: Who are the administrators in your school?
- Q: What is their role?
- Q: What interaction might you have with them?
- Q: How might you educate them and involve them on an ongoing basis?

✓ Associate teachers – determining expectations, roles, and responsibilities

- Q: What are the perceived *roles* of both you and your Associate Teacher?
The dos and don'ts of student teaching.

Professional development in the arts – after graduation

- Q: How can in-service teachers continue their learning *and* artistry after graduation?

The Job Interview: Planning ahead

- Q: What are your plans for the future?
- Q: How do you envision your job interview?
- Q: What will you be asked?
- Q: Letters of Reference – Who, How to ask, follow-up?

Resumé/CV: Content and format

Music teachers often involve their students in music festivals, band/music camps, band/choir exchanges, and recruitment activities.

- Q: How might this play out in art, drama, and media arts?

Topics for Discussion

✓ Administrative duties/responsibilities of a secondary art/drama/media arts teacher?

Q: Workshops, invited guests, community engagement?

✓ Fundraising for your arts program

Q: What are the district or school rules regarding fundraising?

Q: How can the teacher raise money for the art/drama/media arts program?

Promotion

Q: What strategies could be used to promote your arts program within and outside the school?

Canadian Culture in the Curriculum

Q: Is there a Canadian culture when it comes to the arts – generally speaking?

Q: If so, what might it look like?

Q: Should Canadian culture be represented in the Arts curriculum?

Q: If so, how might this be done?

Other Topics/questions:

Journal of Teaching and Learning:

Link: <https://jtl.uwindsor.ca/index.php/jtl/issue/current>