

Teaching and Learning (T&L) Activity **Planning** Framework<sup>1</sup>

This is a heuristic for *planning* a teaching-and-learning activity. For submitting your *final ideas to be published* on our Edmonds Community College Sustainability Website, please use the more specific format given below.

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**Title:**

MURAL PAINTING: Global Issues Interconnected

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**Developer's Name and Department/Discipline**

Sarah Maki, Art Department, Painting

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**Learning Goals and “Big Ideas”:**

As a result of engaging in your T&L activity, what do you hope that your students will know, understand, and be able to do? And what “big idea” in your discipline, and what “big idea” or topic in sustainability, are involved?

Students will work collaboratively within a small group to reflect on a contemporary global issue. Aesthetically, they will be challenged to depict their chosen issue symbolically rather than literally. Collectively, they will see how all the issues of the class will be interconnected and have interconnected solutions. Sustainability exists as one of the solutions and therefore will be part of the broader discussion with the whole class. For example, how do sustainability solutions relate to over-population, global warming, or economic issues.

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**Assignment and Assessment:**

What assignment will indicate students' achievement of these goals and their understanding of the big ideas?

Each group will write a “reflection paper” as well as statement that will accompany the mural. These writings will reveal what the student learned from as well as contributed to the project.

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**Activities:**

What will be the sequence of teaching-and-learning activities (in-class activities and/or homework) that will lead up to the final assignment/assessment?

1. Students will do individual research on their group's selected topic.
2. They will reconvene with their group to create a collaborative image that addresses their decided point-of-view (critique, observation, solution, etc).
3. Groups will plan the execution of their mural – steps, assign tasks, etc.
3. Groups will paint their section of the mural on location.

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<sup>1</sup> This planning framework is adapted from The Washington Center's Curriculum for the Bioregion Initiative and from the book *Scientific Teaching* and Diane Ebert-May's class “Pathways to Scientific Teaching” at Michigan State University.

4. Groups will write a statement to accompany the mural.
5. Individual students will write a “reflection paper”, answering questions about the process and content of the painting.
6. The class will have a full critique with responses from classmates.
7. Pending student approval, the OSL may host a small reception for the mural, once completed, in the Brier Hall Marketplace.

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**Campus or Community-Based Components:**

Are there campus-based or community-based resources might you use?

The mural is proposed to be “installed” on the east wall of the Marketplace in Brier Hall. Therefore, it will be visible to the campus community. All resources will be provided by the art department and class student fees, however, there is potential for other classes to “respond” to the mural and do additional assignments on the same themes addressed in the mural. Therefore, there may be other projects and resources incorporated in the future.

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**Additional resources:**

What readings, websites, films, or other resources are necessary for the T&L activities?

This is TBD. I may have to rely on my colleagues who know more about such subject matter. I would like to provide weblinks, films, articles, etc. for student research, but I’m not sure what all this will be, yet.

NOTE: I’ve proposed this project to the Art Committee (summer 2009) and will propose it to the student government in the fall. If approved by both groups, I will start it in Winter 2010, with the goal of repeating it each quarter and having other painting instructors use it in their classes if they choose. Therefore, the mural will grow and evolve over time.

Teaching and Learning (T&L) Activity **Submission** Framework<sup>2</sup>

Requested format for **final, published** curriculum ideas for the Edmonds Community College Sustainability Initiative Website.

1) **Abstract:** title of activity; your name and email address; your discipline/department; a paragraph-long overview of your integrative assignment. Be sure to mention what sustainability and disciplinary “big ideas” are involved.

**2) Introduction and Overview**

- a) Introductory information about context, rationale, and purpose for this activity. Context would include the type(s) of courses for which this activity would be appropriate.
- b) Timeframe: how much class-time, and/or how much of the course, this activity will require to carry out. Also, where you use this activity in the term: early, middle, late.
- c) The assignment: a brief description of the integrative assignment that includes both the “big idea” in your discipline and the sustainability “big idea;” also any skills or habits of mind you hope the activity will foster.

NOTE: Keep the number of the “big ideas” as low as possible to focus your activity and the student learning on the main, key ideas you want students to learn. Using only one idea in your discipline and one idea in sustainability is recommended.

**3) The actual teaching-and-learning activities:**

- a) a description of the set-up or preliminaries;
- b) the main learning activities; and
- c) the assignment task.

4) **Optional Assessment elements** --- if not already described in (3), describe how you will assess student learning in this assignment.

5) **Resources, if needed:** Community partners, websites, written material, videos/film, etc. Limit these to resources that support or extend this activity, not resources related to your entire course.

6) **Optional Teacher notes:** Any reflections or cautions, or special suggestions or observations related to the student learning you have observed.

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