



Equity Studies  
Research Center  
QUEENS COLLEGE, CUNY

**Aesthetic Education:**

**Expanding Notions of Excellence in K-18 Learning Communities**

March 24, 2007

Session Information

STRAND: Arts in the General Setting	
Aesthetic Education in the K-18 Environment: What It Looks Like and How It Works. This strand examines Lincoln Center Institute's approach to aesthetic education that includes discussions of key components and previous examples of successful practice.	
Session Title:	<b>"Oak Seasons" Windows – Part I</b>
Type:	Art Workshop – 45 Minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Jerry James (Lincoln Center Institute Teaching Artist), Tara O'Grady (Lincoln Center Institute)
Description:	Lincoln Center Institute (LCI), America's longest-established institute for the arts and education, invites you to attend an introductory workshop that will introduce you to the LCI approach to Aesthetic Education. The specific work of art for this session will be a visual arts installation "Oak Seasons" by artist Martha Madigan located at the Queens College School for Math, Science & Technology. The workshops will be conducted by a LCI teaching artist and LCI staff. This workshop will introduce you to the Institute's experiential approach, inviting each educator into exploration, reflection, inquiry and research and broadening educational understandings across curriculum. Further details on the "Oak Seasons" can be found at <a href="http://www.nyc.gov/html/dcla/html/panyc/madigan.shtml">www.nyc.gov/html/dcla/html/panyc/madigan.shtml</a> .
Session Title:	<b>"The Snow Queen" – Part I</b>
Type:	Theatre Workshop – 45 Minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Patti Chilsen (Lincoln Center Institute Teaching Artist), John Holyoke (Lincoln Center Institute)
Description:	Lincoln Center Institute (LCI) invites you to attend an introductory workshop that will introduce you to the LCI approach to Aesthetic Education. The specific work of art for this session will be "The Snow Queen", a production by the Hudson Vagabond Puppets. The workshop will be conducted by a LCI theater teaching artist and LCI staff. This workshop will introduce you to the Institute's experiential approach, drawing each educator into exploration, reflection, inquiry and research and broadening educational understandings across curriculum. Further details on "The Snow Queen" can be found at <a href="http://www.lcinstitute.org">www.lcinstitute.org</a> .
Session Title:	<b>"Oak Seasons" Windows – Part II</b>
Type:	Art Workshop Follow-Up – 45 Minutes (#3 Session: 1:30pm – 2:15pm)
Presenter:	Jerry James (Lincoln Center Institute Artist), Tara O'Grady (Lincoln Center Institute)
Description:	A continuation of the "Oak Seasons" Windows – Part I, this session will continue to focus on the visual arts installation "Oak Season" by artist Martha Madigan. This session will allow for follow up and reflection with additional information on application to the K-18 classroom as well as information on how to become a partner with Lincoln Center Institute. Further details on the "Oak Seasons" can be found at <a href="http://www.nyc.gov/html/dcla/html/panyc/madigan.shtml">www.nyc.gov/html/dcla/html/panyc/madigan.shtml</a> .
Session Title:	<b>"The Snow Queen" – Part II</b>
Type:	Theatre Workshop Follow-Up – 45 Minutes (#3 Session: 1:30pm – 2:15pm)
Presenter:	Patti Chilsen (Lincoln Center Institute Teaching Artist), John Holyoke (Lincoln Center Institute)
Description:	A continuation of the "The Snow Queen" – Part I, this session will continue to focus on the "The Snow Queen", a production by the Hudson Vagabond Puppets. This session will include an investigation of the student work at the Queens College School for Math, Science and Technology (PS/IS 499) around the work of art as well as include information on how to become a partner with Lincoln Center Institute. Further details on "The Snow Queen" can be found at <a href="http://www.lcinstitute.org">www.lcinstitute.org</a> .
Session Title:	<b>Visual Thinking Strategies (VTS): Facilitating Aesthetic and Critical Thinking through Inquiry-Based Discussions of Visual Art</b>
Type:	Experiential Workshop - 75 minutes (#4 Session: 2:30pm – 3:45pm)
Presenters:	Amy Chase Gulden (Visual Understanding in Education), Elaine Chu (East Village Community School)
Description:	The VTS has been extensively field-tested since 1991 in the United States and internationally, and has been empirically proven to support growth in aesthetic understanding and critical thinking skills, which transfer to other subject areas. It culminates in a museum visit, fostering partnerships between local schools and art museums and integrating museum visits into classroom studies and students' lives. Attendees will participate in facilitated VTS discussions of works of art and will analyze the essential components of the VTS structure. The research basis of each component will be presented, as well as key research findings from VTS implementation studies.
Session Title:	<b>The Blues are in Spanish Jr. High Class: Using the Lincoln Center Model to Expose Students to the Aesthetic Experience</b>
Type:	Round Table – 75 Minutes (#4 Session: 2:30pm – 3:45pm)
Presenter:	Shirley M. Pincay (New Hyde Park Memorial High School)
Description:	Become part of bringing the aesthetic experience to your students. Make connections to your teaching subject; see real classroom settings and students' reactions to the Lincoln Center Aesthetics in Education Model.
Session Title:	<b>Before &amp; After the Performance: Selecting Contextual Materials</b>
Type:	Round Table – 75 Minutes (#4 Session: 2:30pm – 3:45pm)
Presenter:	Suzanne Li (Queens College/CUNY)
Description:	Contextual materials are invaluable to teaching artists and professors before and after viewing works of art. They are essential to the students when they respond during their student teaching or other field work. The workshop explores the ways in which librarians can meaningfully assist in imaginative ways beyond handing over a bibliography of resources.
Session Title:	<b>Dance Education in Post-Katrina New Orleans</b>
Type:	Round Table – 75 Minutes (#4 Session: 2:30pm – 3:45pm)
Presenter:	Susan Koff (Dance Education Program, Steinhardt School, NYU)
Description:	This roundtable will discuss the forms of dance education in post-Katrina New Orleans, and the obstacles to rebuilding the programs, discussed through a contrast of programs before and after Katrina.

**STRAND: Excellence in Education & Advocacy for Aesthetic Education**

This strand aims to inspire the advocacy of the capacities necessary for engaging in aesthetic and critical encounters with the world. It will explore the re-imagining of "excellence" in education and develop strategies to support this vision.

Session Title:	<b>Leadership for Social Justice: An Arts-Based Inquiry Professional Development Research Project</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenters:	Lucy Barbera (State University of New York at New Paltz) Laura Shapiro (PhD Candidate)
Description:	Arts-based inquiry is an effective form of professional development for school leaders. Our research concerns the experiences of leaders engaged in art-making and with artworks to explore social justice.
Session Title:	<b>The Emotional Intelligence of Aesthetic Education</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	John Pellitteri (Queens College/CUNY)
Description:	This session will use activities to examine how Emotional Intelligence is inherent in AE and discuss how this link can be a basis for advocating for AE in the schools.
Session Title:	<b>Critical Aesthetic Pedagogy: Toward a Theory of Self and Social Understanding</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Yolanda (Jolie) Medina (Borough of Manhattan Community College/CUNY)
Description:	Critical Aesthetic Pedagogy: An investigation to explore whether aesthetic education practices can complement or enhance Critical Pedagogy in the development of students' social empowerment.
Session Title:	<b>Teaching and Learning Aesthetic Education: Relevance and Reflection</b>
Type:	Round Table – 45 Minutes (#3 Session: 1:30pm – 2:15pm)
Presenters:	Faith Deveaux (Lehman College/CUNY) Ernesto Donas (CUNY Graduate Center) Gail Perry-Ryder (CUNY Graduate Center & Lehman College/CUNY)
Description:	Three panelists from different disciplines (psychology, ethnomusicology and anthropology), discuss their perspectives and experiences of aesthetic education as teacher, writing fellow and student in a graduate course at Lehman College.

**STRAND: Partnership Within the Community and Across Disciplines**

This strand addresses social and environmental issues in aesthetic education and cross-disciplinary collaborations. It invites participation of community leaders, arts specialists, and non-teaching professionals who work in and outside classrooms. It will offer paper presentations, workshops, and panel discussions utilizing the interdisciplinary and community-based approach to Aesthetic Education practiced by Lincoln Center Institute.

Session Title:	<b>Aesthetic Connections: A Unique Collaborative Pilot - Lincoln Center Institute, State University at New Paltz/Art Education Department, Regional School Districts, Samuel Dorsky Museum of Art and the Dutchess Arts Camp/Mill Street Loft Programs</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Aliza Driller (Highland High School) Ann Miceli-Teed (State University of New York at New Paltz)
Description:	Aesthetic Connections 2006 – A review of a groundbreaking pilot study, which brought together five diverse partners. Finding a common union in the arts, the aesthetic views and talents of a higher education institute, regional educators, and a community based, non-profit arts organization found success in collaboration.
Session Title:	<b>Aesthetic Education in the Lives of Early Childhood and Elementary Education Students</b>
Type:	Paper/Presentation – 45 Minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Timothy Frawley (Mercyhurst College) Camille Nischal (Mercyhurst College)
Description:	This session will share the planning process and implementation of the LCI model for a new <i>Aesthetic Education</i> course @ Mercyhurst College, Erie, PA. It will also explore assessment through the use of visual journals and survey techniques.
Session Title:	<b>The Upper West Side Architectural Project</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Maggie Reilly (The Computer School)
Description:	The Upper West Side Architectural Project for middle school students provides the concepts of architecture and historic preservation through experience, discovery and interdisciplinary activities.
Session Title:	<b>Aesthetic Education and Action Research: A Title V Collaboration Between Two CUNY Campuses and Lincoln Center Institute in Search of Engaged Pedagogy</b>
Type:	Paper/Presentation - 45 minutes (#3 Session: 1:30pm – 2:15pm)
Presenter:	Holly Fairbank (Lincoln Center Institute) Amanda Gulla (Lehman College/CUNY) Susan Polirstok (Lehman College/CUNY) Andrea Zakin (Lehman College/CUNY)
Description:	This presentation will highlight a faculty development grant between Bronx Community College and Lehman College to improve teaching and learning using an action research model dedicated to aesthetic education. The design of the action research program, the ensuing projects and preliminary findings will be discussed.
Session Title:	<b>Fear of Water: A Response to Life After Hurricane Katrina</b>
Type:	Round Table – 45 Minutes (#3 Session: 1:30pm – 2:15pm)
Presenters:	Lori Kent (Queens College/CUNY)
Description:	In response to Hurricane Katrina, seven New Orleans artists gathered to express meaning to be found in life after the storm. <i>Fear of Water</i> , a community-based print/bookmaking project with an oral history documentation component offers insight into human spirit, inextinguishable in the face of loss and destruction, and the capacity of the visual arts to offer a means of expression and visual dialogue.

**STRAND: Research into Aesthetic Education**

This strand offers a conceptual and interdisciplinary approach to Aesthetic Education. It is designed for those interested in exploring topics such as; legitimate modes of inquiry, deeper understanding through the arts, the relationship between aesthetic education and social justice, action research, and ways aesthetic education can help to expand a community of learners.

Session Title:	<b>Accessing Embodied Imagination, A Movement-Learning Theory and the Lincoln Center Institute Approach to Aesthetic Education</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenters:	Mark B. DeGarmo (Mark DeGarmo & Dancers/Dynamic Forms Inc.)
Description:	Embodied imagination is theorized as distinct from imagination defined as thinking in visual images. The LCI approach to aesthetic education is explored through the lens of a movement-learning theory.
Session Title:	<b>An Exploration into the Process of Integrating Aesthetic Inquiry in Courses Across the Teacher Education Curriculum</b>
Type:	Paper and Interactive Session - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Lisa Novemsky (Brooklyn College/CUNY) Florence Samson (Education Consultant) Marietta Saravia-Shore (Lehman College/CUNY) Gale Synnott (Brooklyn College/CUNY)
Description:	Four teacher educators explore the process of integrating aesthetic inquiry into their courses across the curriculum.
Session Title:	<b>Deconstructing and Re-Constructing Aesthetic Education in the Mathematics Education Classroom</b>
Type:	Paper/Presentation - 45 minutes (#1 Session: 10:45am – 11:30am)
Presenter:	Edward Wall (City College/CUNY)
Description:	A pragmatic and theoretical exploration of the dialectical tensions engendered by hosting Lincoln Center Teaching Artists in a mathematics education course for elementary teachers and pre-service teachers.
Session Title:	<b>Disrupting the Taken-For-Granted: Urban Teacher Education and Aesthetic Lines of Inquiry</b>
Type:	Paper/Presentation - 45 minutes (two papers) (#3 Session: 1:30pm – 2:15pm)
Presenter:	Catherine Franklin (City College/CUNY) Gretchen Johnson (City College/CUNY)
Description:	These qualitative studies examine teacher candidate experiences with aesthetic lines of inquiry as a way to explore and/or challenge preconceived and stereotyped notions about effective classroom practice.
Session Title:	<b>Teaching as a Performing Art: What Can We Learn about Teaching from a Lincoln Center Institute Teaching Artist</b>
Type:	Round Table – 45 Minutes (#3 Session: 1:30pm – 2:15pm)
Presenter:	Christy Folsom (Lehman College/CUNY)
Description:	In this session, participants will discuss what we learn about teaching from a Lincoln Center Teaching Artist. Observations from candidates will be shared that will help clarify the pedagogical role of the teaching artist and how candidates can develop some of the characteristics of the teaching artist.
Session Title:	<b>What Aesthetic Education Contributes to Classroom Motivation for Students with Learning Disabilities</b>
Type:	Round Table - 45 minutes (#3 Session: 1:30pm – 2:15pm)
Presenter:	Micheline Malow-Iroff (Manhattanville College) Karen Steuerwalt (Queens College/CUNY)
Description:	A theoretical exploration of how aesthetic educational experiences can provide motivation in classroom settings for students with learning disabilities to take academic risks that break the cycle of school failure.

**Combination of Strands: Partnership Within the Community and Across Disciplines, Partnership Within the Community and Across Disciplines, Research into Aesthetic Education**

The panel discussion will be focused around three strands, and take place during session 4 of the conference day.

Session Title:	<b>Inquiry in Aesthetic Education</b>
Type:	Panel Discussion - 75 minutes (#4 Session: 2:30pm – 3:35pm)
Panel:	Panel Discusant: Mary Bushnell-Greiner (Queens College/CUNY) Panel: Leslie Bedford (Bank Street College of Education) Kim Kanatani (Guggenheim Museum) Scott Noppe-Brandon (Lincoln Center Institute) Jon Snyder (Bank Street College of Education) David Steiner (Hunter College/CUNY) Graeme Sullivan (Teachers College, Columbia University)
Description:	A panel of experts with divergent views will discuss their understanding of aesthetic education, areas of needed inquiry and how best to approach such research.