

Pedagogical Values Series: *Impactful and Reflective Learning*

Thursday, January 28, 2021

Facilitators

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ACKNOWLEDGMENT OF TRADITIONAL LANDS

Royal Roads University acknowledges that the campus is located on the traditional lands of the Xwsepsum (Esquimalt) and Lekwungen (Songhees) ancestors and families who have lived here for thousands of years.

This land has been part of the fabric of the life of Indigenous communities long before Hatley Castle was built, and it will be long into the future. It is with gratitude that we now learn and work here, where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

Hay'sxw'qa si'em!

The Pedagogical Values Series



Pedagogical Values

Pedagogical values refer to the worldviews, beliefs, perspectives, and biases about teaching and learning that underpin our specific educational practices (Palahicky et al., 2019).

In other words, they are the belief systems that inform the decisions that we make at the micro and macro level of our teaching, from how we design learning experiences to how we interact and engage with learners.

Learning, Teaching, & Research Model (LTRM)

APPLIED & AUTHENTIC

- Interdisciplinary and transdisciplinary
- Experiential and participatory
- Flexible and individualized
- Outcomes-based
- Openly practiced

CARING & COMMUNITY-BASED

- Inclusive and diverse
- Community-based learning
- Supportive
- Team-based
- Co-creative
- Place- and virtual space-based

TRANSFORMATIONAL

- Socially innovative
- Respectful of Indigenous Peoples and traditions
- Impactful
- Reflective

CTET's Pedagogical Values Series, 28 Jan 2021

Transformational learning through arts-based inquiry

Geo Takach, *School of Communication and Culture*

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Itinerary

1. Transformational/Reflective/Impactful
2. What + why of arts-based inquiry (ABI)
3. Challenges of ABI
4. Integrating ABI in teaching
5. Qs for you

Transformational

“...learning that transforms [a person’s] problematic frames of reference—[...] habits of mind, meaning perspectives, mindsets—to make them more inclusive, discriminating, open, reflective, and emotionally able to change”

(Mezirow 2003, 58, cited in LTRM, p. 20).

Impactful

“Students solve real-life challenges, generate practical solutions, produce accessible research, and track the impact of their contributions socially, environmentally, politically and organizationally.”

(LTRM, p. 21)

Reflective

“... a dynamic, uniquely individualized process of expanding consciousness whereby individuals become critically aware of old and new self-views and choose to integrate these views into a new self-definition.”

(Wade 1998, 716, cited in LTRM, p. 21)

Arts-based inquiry (ABI)

- Using methods from the arts
- Offers access, impact, creativity, emancipation and transformation
- Messier than traditional research; some reluctance; time at a premium

Integrating ABI

Final project in 3 parts:

1. Proposal
2. Arts-based presentation
3. Reflection

Lessons learned

- Set LOs clearly, early + often
- Connect students to ABI
- Show learning
- Be flexible
- Spend time on prep
- Provide forum for sharing
- Balance execution + reflection

References

- Mezirow, Jack. 2003. "Transformative Learning as Discourse." *Journal of Transformative Education* 1(1): 58–63.
- Royal Roads University. 2019. *Learning, Teaching and Research Model* (2nd ed.). <https://ctet.royalroads.ca/learning-teaching-research-model>
- Palahicky, Sophia, Donna DesBiens, Ken Jeffery, and Keith Stuart Webster. 2019. "Pedagogical Values in Online and Blended Learning Environments in Higher Education." In *Handbook of Research on Blended Learning Pedagogies and Professional Development in Higher Education*. Edited by Jared Keengwe, 79–101. Hershey, PA: IGI Global.
- Takach, Geo. 2016. *Scripting the Environment*. Cham, CH: Palgrave Macmillan.
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Qs to discuss

1. How might ABI help your teaching?
2. How might we address any reluctance by students to try ABI?
3. How can we measure success?

Thank you!



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