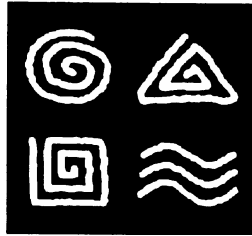


Third Space: When Learning Matters

Richard J. Deasy
Arts Education Partnership
www.aep-arts.org

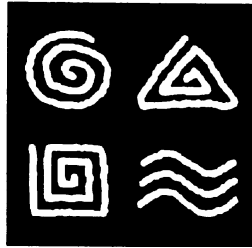


Arts Education Partnership

Founded and financed by the U.S. Department of Education and the National Endowment of the Arts in cooperation with the Council of Chief State School Officers and the National Assembly of State Arts Agencies.

Coalition of more than 100 national education, arts, business and philanthropic organizations

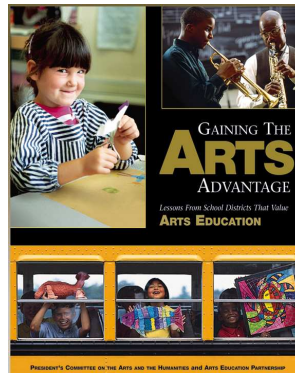
Demonstrates through research and best practices the role of the arts in improving schools and student achievement.



Arts Education Partnership

Research Publications

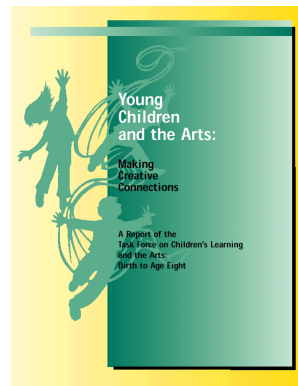
Gaining the Arts Advantage:
Lessons from School Districts that Value Arts Education (1999)



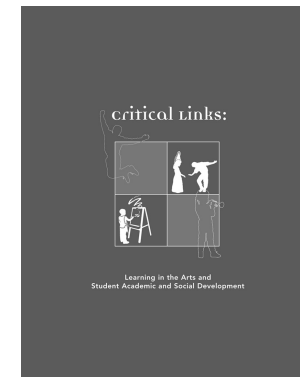
Champions of Change: The Impact of the Arts on Student Learning (2000)



Young Children and the Arts:
Making Creative Connections (1998)



Critical Links:
Learning in the Arts and Student Academic and Social Development (2002)





Cognitive Capacities and Personal Dispositions Engaged in Arts Learning

- Findings from two collections:

Champions of Change: The Impact of the Arts on Learning

-7 studies

Critical Links: Learning in the Arts and Student Academic and Social Development

-62 studies



Capacities and Dispositions

- Symbolic Understanding:
 - Understanding and communicating in multiple modes of representation, text, image, sound, motion
- Imagination:
 - Visualizing new possibilities for thought and action



Capacities and Dispositions

- Persistence:
 - Sustaining concentrated attention
- Resilience:
 - Managing challenges; overcoming failure and frustration
- Engagement/Motivation to Achieve:
 - Driven by the goal of self-fulfillment



Capacities and Dispositions

- Empathy
- Tolerance
- Commitment to collective purpose and action

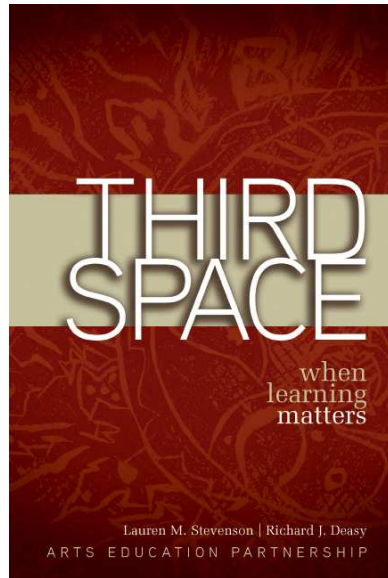


Important Indication

- The arts benefit all students but can be of particular benefit to struggling learners and those economically disadvantaged



Third Space: When Learning Matters



- *How do the arts contribute to the improvement of schools that serve economically disadvantaged communities?*
- Comparative analysis of 10 “high poverty” schools



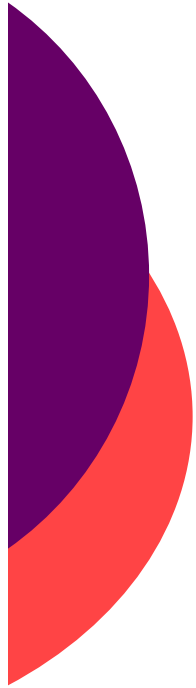
The Schools

- Recognized by national, state or local processes for their high performance
- Attribute their success to the arts
- At least 50% of students eligible for free or reduced-price lunch



What arts?

- Classes in the art forms – dance, music, etc.
- “Integrated arts” where the learning experience includes the content and processes of an art form and the content and processes of another subject or discipline – literacy, math, science, social studies
- Partnerships with artists and community arts organizations



How and Why: Third Space

- Entering a space where new sets of relationships emerge in creating, performing, or responding to works of art
- New manifestations of capacities and identities that counter stereotypes



Within the Third Spaces

- New perceptions and understandings of students
- Affirmation of students lives, knowledge, abilities – by teachers and peers
- Communities of learners develop: teachers, students, artists
- Learning environment and school climate is positively altered



When Learning Matters

- The arts link school and “lived worlds” of students
- It’s about their development and not school demands
- Become “motivated agents of their own learning”

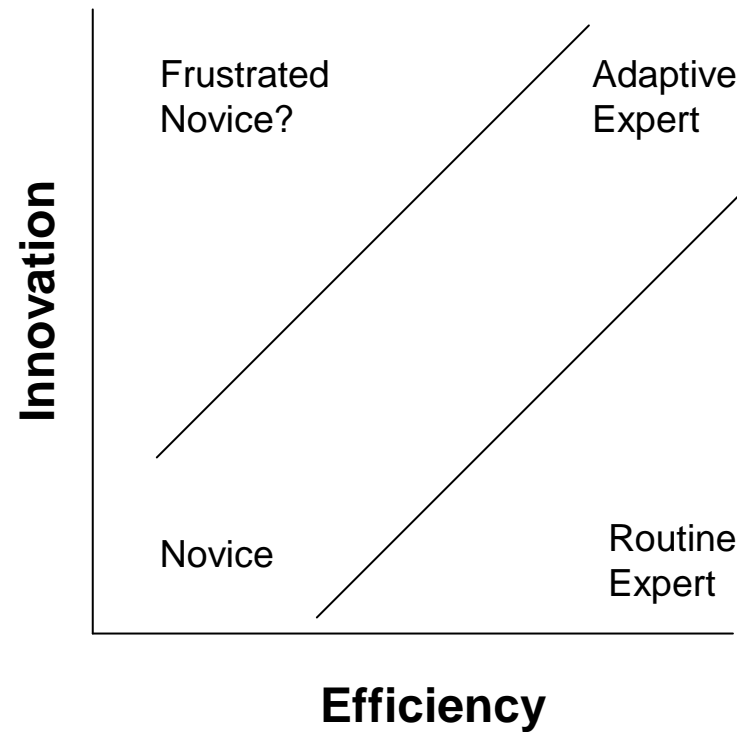


Teacher attitude key

- Seeing and honoring the student work as an act of communication of personal meaning
- Challenging/supporting students to master technique as essential to full self expression

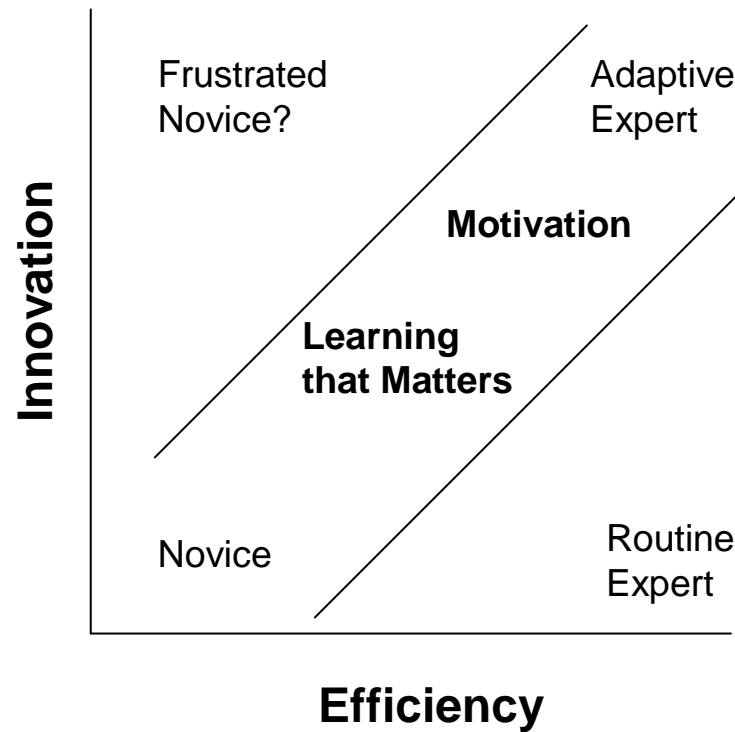
Adaptive expertise

- Swartz, Bransford & Sears (2005)



Adaptive expertise

- Swartz, Bransford & Sears (2005)





Third Space and Community

- Communities, not cliques, in these schools
- Inclusive of diversity
- Collaborative activity for a public act of performance – a service –to others
- Creating democracies within school and external communities



Impact on the school

- *“Third Space suggests an alternative vision of both the process and result of school reform. It points to reform that occurs as a natural transformation through the building of a new community of learners, a community of creators.”*
- Steve Seidel, Director of Project Zero and the Arts Education Program at Harvard