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M.A. Art Education | AE-704
Syeda Sanina Batool Gilani | Sum20-009

Reflection on our Pedagogy

A reflective paper on our
pedagogical practices through
the lens of art educational
theories

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Psychology (AE-704)

Reflective paper

Introduction: -

Being an IB practitioner I can proudly say that I have been a part of the PYP exhibition held on all the levels of PYP not just the graduating class. For the research paper, I will be reflecting on my pedagogical practices during the exhibition of IB learners at BeaconHouse Newlands. My aim is to look at these practices through the lens of Howard Gardner's Theory of Multiple Intelligence. In my observation, I have found Gardner's theory has resonated with me the most. I will critically reflect upon the course of action I took during the exhibition theme, which was "Sharing the Planet".

Theory: -

So, the theory I have chosen is Howard Gardner's Theory of multiple intelligences. This theory resonates with me a lot because it views human mind not in a linear way. Stating that each individual has a specialized set of intelligences true to them is honestly revolutionary. Gardner came up with 8 intelligences initially that the human mind comprises. Which are as:



1. Musical
2. Kinesthetic

3. Interpersonal
4. Intrapersonal
5. Linguistic
6. Naturalistic
7. Visual/Spatial
8. Logical

He later added Existential in the mix as well

when he modified his theory. So, a person

with musical intelligence has musical talents. They learn through music and they can

either create, produce or play any musical instrument. A person with kinesthetic

intelligence learns by doing hands on activities, these people thrive in dancing,

dramatics and sports. Someone with interpersonal intelligence thrives in social settings.

Their people's skills are great. An individual that shows traits of intrapersonal

intelligence most, has a clearer sense of self and their individuality. Linguistic

intelligence as evident from its name is when a person thrives in speech or writing and



language in general. Someone who is

connected to the nature shows signs of

naturalistic intelligence. Logical

intelligence caters to mathematical and

computational functions. The last one

is existential which was added later on and it focuses on an individual's morals, beliefs, values and faith. Howard Gardner in all of his books continuously mentions that he is not an educationist and that his theory cannot serve as a curriculum. But even after that his theory was being used by schools as a basis of their core objectives. After years of being reluctant towards venturing into education he finally did come into it. He teamed up with some brilliant minds at Harvard university and they all came up with Project zero a student-led project based learning pattern.

Project Zero and IB learning are very similar in some cases. The reason why aligning my pedagogy with it seems like a reasonable choice. In project zero they talk about a



PROJECT ZERO

person who has a set of multiple intelligences and can develop further intelligences on the basis of them. Though my pedagogy is a mixture of multiple theories and practices, the theories mentioned above predominantly shine. IB in general is a very conclusive and self-explanatory format and has some defined boundaries of teaching, it has taught me to go beyond the learning and experiment as much as you can with learning and teaching in general.

What Is International Baccalaureate (IB)?



So, I teach in an IB system. I will be explaining IB the way I understand it. Whenever anyone asks me what the IB education system entails I just say one thing “It is questions and their discovery”. IB better known as the international baccalaureate system is an inquiry-based program which focuses on student-led project-based learning. IB has some key elements it comprises of Transdisciplinary skills, IB learner Profile, TD themes, Key concepts and Action. All of these things collectively make an IB learners, who have agency over their work.

Relationship between MI and IB: -

I connect the multiple intelligences with the IB system through their IB learner profile and the Multiple intelligences spectrum. The IB learner profile shows IB learner and each profile caters to Howard Gardner’s theory of multiple intelligences.

IB Learner profile	Multiple Intelligences
Inquirers	Musical Kinesthetic Interpersonal Intrapersonal Linguistic Naturalistic Visual/Spatial Logical
Knowledgeable	Musical

	Kinesthetic Interpersonal Intrapersonal Linguistic Naturalistic Visual/Spatial Logical
Thinkers	Musical Kinesthetic Interpersonal Intrapersonal Linguistic Naturalistic Visual/Spatial Logical Existential
Caring	Intrapersonal Existential
Communicators	Intrapersonal Linguistic Existential
Balanced	Musical Kinesthetic Interpersonal Intrapersonal Linguistic

	Naturalistic Visual/Spatial Logical
Risk-takers	Musical Kinesthetic Interpersonal Intrapersonal Linguistic Naturalistic Visual/Spatial Logical
Open-minded	Intrapersonal Linguistic
Reflective	Interpersonal Existential
Principled	Logical Existential

My Work: -

The work that I will be reflecting on is from an exhibition theme. Exhibition is basically the display of knowledge accumulated by the learner in their years being in PYP. It usually happens at the end of grade 5, but where I teach, they decided to do the

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exhibition on all levels. Which include early years early primary and upper primary, and I teach grade 4. The theme that we chose for the exhibition was; Sharing the Planet.

When anyone would hear the descriptors and even the name of this theme, they definitely would reach to the consensus of teaching sustainability, preservation of the earth and talk about our relationship with the planet. I wanted my learners on a different route I wanted them to understand communities, relationships and communication with other individuals.



My planner: -

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme: Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

- **Central idea: We shape the relationships within communities.**
- **Summative assessment task(s): Idiosyncratic;** A mime video, to represent the reactions of individual learners to the same situation given to them.

Audio behind the mime: 'Goonj' (A play of echoes)

The learners would collectively form a list of words that work within and without communities to form echoes. The list of words would be added to the song. Two separate choirs would sing 'Goonj'. One would sing the main lyrics and the other would sing the list of words, formed collectively, as backing vocals. The lyrics would focus on the concept of how life is like an echo (Reinforcing similes), and how individuality plays a role in creating these echoes, to form communities.

The song would be recorded in an area, in school, where echo could easily be produced. It would then be edited in software, for the echo effect to be enhanced, adding other instruments to the song, and for adding the video of the mime to the audio.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

1. Each child will be assessed on his/her ability to have an individual reaction to the given situations.
2. The learners would be assessed on their understanding of the concept of 'echo' in communities, from their input in the lyrics for the song.
3. Each learner would be assessed on their effort for synchronizing their voice with the choir, understanding the concept of oneness and wholeness.
4. They will also be assessed on how they mime the reaction to that situation.

Class/grade: 4 Year: 2020

Age group: 9-10 years

School: Beaconhouse Newlands

School code: 239

Title: Sharing the Planet

Teacher(s): Syeda Sanina Batool Gillani

Date: 6th January, 2020

Proposed duration: 6-8 weeks



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility and reflection) to be emphasized within this inquiry?

- Form
- Causation
- Connection/Responsibility

What **lines of inquiry** will define the scope of the inquiry into the central idea?

- Co-existence of relationships.
- The impact of communication on human relation.
- Role of individuals to establish communities.

What teacher questions/provocations will drive these inquiries?

1. How important is it to know yourself, in order to know others?
2. Why do we need to connect with people?
3. Why are relations important?
4. How do we connect with people?
5. Do you agree with the phrase, "As you sow, so shall you reap"?
6. Do your actions change on the basis of the consequences?
7. How do we act differently in various communities?
8. How do relations form communities?
9. What efforts can we make to form a healthy relationship (at home, school, with family and peers)?
10. How does your role as an individual effect communities at large?

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' **prior knowledge** and **skills**?

Prior Knowledge:

- Learners will decode the central idea by participating in the activity "Bridges between us". Each learner will be asked to hold an edge of the yarn and share a fact about them no one knew of. They then will automatically be in a web formation. The learners will then be given provocations in form of questions and the theme descriptor will be displayed on the projector, leading them to the key words of this theme for our section i.e. community, relations and communication. They then will form their central ideas and lines of inquiry on the basis of the vocabulary bank built.

What evidence will we look for?

The learners will share their personal information making them understand the idea of communication, and how important it is. They then will form the central idea and lines of inquiry with the word bank which will help them understand the importance of language and creation of central ideas for the exhibition.

Learning Outcome:

This activity will instill listening skills, public speaking and acceptance in the learners. It will not only make them open-minded but also make them understand the concept of communities and their interconnectedness.

- The learners will form a collective central idea and lines of inquiry enabling them ready to form individual central ideas and lines of inquiry in progression. Making their own central idea will give them a further sense of ownership of their work, which will in turn help them focus more on the tasks.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Tuning in, Finding out, sorting out, going further, Taking action

Tuning In

- Once the central idea is written and decoded in the journals, and there is a clear understanding of it, the learners would form two walls. Anonymous and Onymous wall. They will be shown an image which might be disturbing or somewhat unsatisfactory and would be asked to right and anonymous reaction on a paper brick. Later they will be told to write a reaction with their identity revealed. They then will compare the two reactions to get a better understanding of how humans react knowing the consequences in their journals.

Activity – 1 Finding Out**Action and reaction:**

- The learners will be asked to stand in front of each other and put up one of their hands.
- They will join their hands and one of the learners will be asked to push
- The other learner will automatically start pushing back.

Learning Outcome:

- The activity will help learners understand newton's third law which also applies to human action; "Every action has an equal and opposite reaction."
- They will understand the concept of reactive traits and how our actions always have consequences.
- They will understand that everything is formed with a counteract
- Similarly human actions always have consequences.

Activity – 1 (2nd Formative)**Maze Runner:**

- The learners will be shown a maze
- They then will be asked to write an instruction manual to go through the maze, in their journals
- For this they will be reinforced the concept of instructional writing along with prepositions.
- Learners will then pair up with a partner they trust in the class.
- They will be taken outside to the same maze on a bigger scale made.
- Both the partners will take turns to go through the maze.
- The learners in the maze will be blindfolded, while the other learner will be giving out instruction to solve the maze.

Activity – 2, Sorting out (On board)

- The learners will write a reflection on how they could have given better instructions.
- They will also assess their partner on how they could have given better instructions.

Going Further (On board)

- The learners would start working on their summative display.
- They would collectively form a list of words that work within and without communities to form 'echoes'.
- They will understand the basic techniques in mime.

Action: (To be made part of the summative display)

A community only changes for the good, when every individual realizes that they have to bring the change within, in order for everybody else to change. After all, charity begins at home. First step towards the change is being bold enough to realize your own mistakes. It takes courage to make a confession. To act on that confession is even harder

What opportunities will occur for Transdisciplinary skills development and for the development of the attributes of the learner profile?**Attributes from IB learner profile involved:**

- **Reflective** – Own mistake of hurting the other and be bold enough to apologize from the core honesty of the heart.
- **Open minded** – Accept differences of all kinds and respect individuality.
- **Principled** – Act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities.
- **Caring** – Show empathy, compassion, and respect towards the needs and feelings of others.
- **Communicator** – Socialize and express in order to form relationships.

Transdisciplinary skills involved:

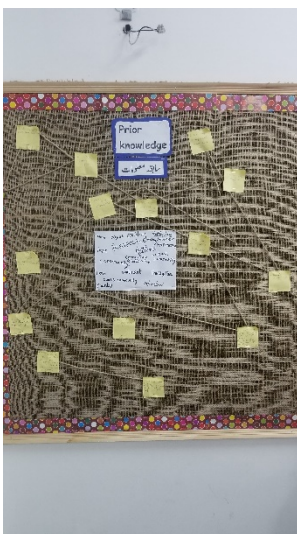
- **Social**
- **Communication**
- **Self-management**
- **Research**

The inquiry cycle is quite simple. Its loosely based on Piaget's constructivist pedagogy as well. Its starts with gauging a learner's prior knowledge, then tuning them into the theme, next comes finding out information about the concept, later is sorting the information into compartments of learning and lastly, we have understood how we can go further with the learned information. Throughout our inquiry journey we have two formative assessments that are based off of the lines of inquiry and a summative assessment that stems from the central idea.

Our inquiry: -

The challenge was not that it was an exhibition the challenge was that the kids had to make their own central ideas and lines of inquiry. The facilitators were told to pick a focus of their choice and then make personalized central ideas and lines of inquiry with the learners. I chose to reach my focus by doing and activity

with them making a word bank and then forming our central ideas. When I did that I understood how I was implementing agency within my learners to take ownership of their learning. Exactly what project zero promotes as well.



The learner started with holding the strand of a string and telling a fact about themselves I had also shown them the description of the theme. They came up with multiple words which also gave me an insight on their intelligences. Each learner came up with a word true to their intelligence. The activity firstly, carted to individualism and then when the central ideas were made they turned into pluralism. The word bank led us to the central idea of:



Central idea

We shape the relationships within communities.

Lines of inquiry

- Co-existence of relationships.
- The impact of communication on human relation.
- Role of individuals to establish communities.

Trans disciplinary Theme: Sharing the Planet

Central idea: We shape the relationships among communities

Line of inquiry: The impact of Communication on Human Relations

Key Concept: Causation

1st Formative Assessment

Maze runner

Task: Compile a set of instructions for your partner to complete the maze, when your partner is blindfolded.

- Both the partners follow each other's instructions.
- Learner (giving instruction) marks every wrong move of their partner in form of a tally mark in a frequency grid.



		Criteria	Exceeding	Meeting	Approaching	Needs support
Self-assessed	Instructional writing		Instructed the partner within 5 instruction to the finishing point	Instructed the partner within 6 instruction to the finishing point	Instructed the partner within 7-8 instruction to the finishing point	Instructed the partner within 8-10 instruction to the finishing point (with prompts)
	Communication skills		Used higher vast vocabulary in the least amount of instructions to instruct their partner to the finish line.	Used appropriate vocabulary (right, left, ahead, in front, beside, steps etc.) to instruct their partner to the finish line	Used some vocabulary in instructions to instruct their partner to the finish line.	Needed guidance to use appropriate vocabulary for instructions.
	Reflection		An in-depth analysis of learning experience, the value of derived learning to self or others, and the enhancement of the learners appreciation for the task	An analysis of the learning experience and the value derived from learning to self or others	An attempt to analyze the learning experience but the value of learning to learner or other is vague/ unclear	The reflection dos not move beyond a description of the learning experience
Math embedded	Peer-assessed	Data handling	Tally marks were made for each mistake along with correct data statement	Tally marks were made for each mistake with an incorrect data statement	Tally marks were made for each mistake without a data statement	Neither is recorded

The entire process was completely student led and inquiry based. When the time came to assess the learner, I again wanted it to be hands on as I had put my learners on the spectrum of multiple intelligences and most of them lied between visual/spatial and kinesthetic learners. So, I made a formative that would cater to all types of learners it was a 3-staged formative assessment. On the basis of which I was going to assess their communication skills (speaking, talking and listening) the formative was language and math embedded. I made a maze for my learner they had to first evaluate the maze and complete the maze in form of instructional writing (Language embedded). Later they would be paired up and they would both guide each other by taking turns through the maze. They would be blindfolded while listening to the instructions (PSED embedded). The learner giving the instruction will also make a tally mark (math Embedded) for each time their partner made a mistake. I try my best to keep my assessment and planners as differentiation friendly as possible. In the rubric attached, it is quite evident;

For the second formative, I gave them dialogue writing with role play. All of the learners wrote 2 characters and one situation each to be put into a mystery box. They then were shuffled and later their peers chose characters from the characters mystery box and situations from the others. All of them then formed a dialogue and did role play with the partner of their own choice. The criteria's they learners were assessed on were very interdisciplinary. The learners had a lot of agency over their work and enjoyed doing so as well.

As a part of their action they were asked to mind map places they could go to for their exhibition trip. They all came up with multiple responses. they also had to write a rationale as to why they should go there. After seeing multiple perspectives, they then came to the consensus of going to an old age home (Chaoun trust).



According to them these people are the ones who lack actual relationships in their

lives. They do have a community of their own, but their own blood relations left them here. The

learner

being

caring and

having

great

Trans disciplinary Theme: Sharing the Planet

Central idea: We shape the relationships among communities

Line of inquiry: Co-existence of relationships

Key Concept: Form

2nd Formative Assessment

Task: Write a dialogue between any two characters on the co-existence of relationships within a community.

- Select a situation
- Choose any two characters
- Make a dialogue

Criteria	Exceeding	Meeting	Approaching	Needs support
Writing dialogue	Formed a dialogue with expression, i.e. use of figures of speech and verbs	Formed a dialogue with proper structure, i.e. beginning, conflict and resolution.	Formed a basic dialogue, with proper sentence structure.	Formed a basic dialogue with guidance.
Role play (Communication skills)	Convincing communication of characters, roles, feelings and motives.	Competent communication of characters, roles, feelings and motives.	Adequate communication of characters, roles, feelings and motives.	Limited communication of characters, roles, feelings and motives.

interpersonal skills, which by the way was a dominant intelligence I was instilling

decided to not ask them painful questions instead indulge them in activities and have fun with them and that's what happened.

The learners had fun, made conversation about their respective interests and had food with them as well. When we came back learners decided to formulate letters for the people.

Which we send them every week till today. Lastly their summative was a dramatic piece

they all performed in to showcase their learning of communication within relationship. The performance was done in front of their parents on the day of the exhibition.



Analysis:

When I analyze all of the above planner through the lens of multiple intelligences and project zero, I see my learners generating inquiry on the spectrum of those intelligences. I not only enabled them to build up their already existing intelligence but also form new ones. Even though the core intelligence I was working with was

interpersonal and intrapersonal my learning engagements were very transdisciplinary. If

I were to change any of the above-mentioned learning engagements, I would change the summative task to something which showcased their learning to the fullest. Maybe a poem writing task that would encapsulate all the issues they faced while understanding the true



meaning of communication, community and relationships. Overall, I feel my learners had a sense of agency over their learning throughout the process and on the day of the exhibition they presented their learning with a lot of confidence.

Conclusion:

Howard Gardner's theory of multiple intelligences is very refined. Though it compartmentalizes the human brain, it also gives us an insight to our learner's abilities. Whereas, project zero shows us how agency over one's learning can give the learners a chance to express themselves to the fullest. Maybe the benchmarks we as facilitator have set for them, they can surpass them. In my case my learner usually does amaze me every day with their finding and inquiry.