

Arts Integration
Frameworks, Research, and
Practice:
A Literature Review

Gail Burnaford, Ph.D.

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burnafor@fau.edu



Why a literature review?

- *The field of Arts Integration needs a comprehensive, balanced review of research and implementation studies.*

Arts Integration

- Has avid proponents and equally avid critics.
- A literature review informs both.

Arts Integration as a practice

- Has not always been guided by high quality research and evaluation.

What should/could a literature
review do?

Serve as gatekeeper

*Lead to new productive
work (Lather, 1999)*

A LITERATURE REVIEW SHOULD...

- *Clarify problems within a field of study rather than glossing over those problems (Strike and Posner, 1983)*

Literature reviews also can:

- *Result in a 'progressive problem shift' that yields new perspectives (Strike and Posner, 1983)*

FINALLY, A LITERATURE REVIEW SHOULD...

- *Satisfy the criteria of a good theory =*

*Consistency, parsimony,
elegance, and fruitfulness*

(Boote and Beile, 2005)

What the review includes

- Reports
- Books
- Articles
- Research summaries

**– THAT EXPLICITLY NAME
ARTS INTEGRATION**

ALSO INCLUDES

- **History**
- **Arts and educational professional associations**
- **State standards**
- **Definitions and theoretical frameworks**

- **RESEARCH 1995-2007**
 - **Meta-analyses**
 - **Compendia**
 - **Case studies**
 - **Dissertations**
 - **PUBLISHED or DISSEMINATED research and evaluation**

ANNOTATIONS

- ***METHODS AND PRACTICES***
 - ***Books, articles, non research descriptions of practice***
 - ***TARGET audience - teachers and artists***

What we did not include

- Initiatives where art is a 'byproduct'
- Initiatives where art is only a 'culminating event'
- Initiatives where arts integration (or 'interdisciplinarity') is not intentional

NOT INCLUDED

- Unpublished or non disseminated evaluation reports from funded projects
- Conference proceedings or presentations

Historical Context

- 1918 Cardinal Principles of Secondary Education
- 1918 Wm. Heard Kilpatrick's "Project Method"
- 1936 NCTE's "A Correlated Curriculum"

In other words...

- **This is not a new phenomenon!**

Contributing TERMINOLOGY

1960's *curriculum integration*

1970's - *teaching artist*

1960's and 1970's -
arts partnership

1992 - Consortium of National Arts Education Associations

Joint Statement on Integration of the Arts with Other Disciplines and with Each Other

1992 Joint Statement

- **AATE**
- **MENC**
- **NAEA**
- **NDA**

2001 Consortium of National Arts Education Associations

- **AATE**
- **MENC**
- **NAEA**
- **NDEO**

Published

- **To Move Forward: An Affirmation of Continuing Commitment to Arts Education**

**Then, in 2002, the
Consortium published...**

- **Authentic
Connections:
Interdisciplinary
Work in the Arts**

WHY ARE THESE DOCUMENTS IMPORTANT?

- *Arts Organizations have since 1992 acknowledged and articulated the presence and potential of Arts Integration in schooling.*

STATE STANDARDS

- And arts integration



MORE TERMINOLOGY

- Interdisciplinary
- Arts-infused
- Learning in and through the arts
- Learning with the arts
- Arts as a vehicle for learning
- Cross-disciplinary
- Arts-integrated



<http://www.sceaonline.com/>

- Southeast Center for Education in the Arts at University of Tennessee

FOR THIS REVIEW

ART INTEGRATION AS...

- 1) Learning through and with the arts
- 2) Curricular content connections/parallel processes
- 3) Collaborative engagement of people

GUIDING QUESTIONS FOR THIS REVIEW

1. What theoretical frameworks have described arts integration practices and research?

THEORETICAL FRAMEWORKS

- Gardner, Bamberger, Krug and Cohen-Evron, Eisner, Bresler, Wiggins, Efland
- Marshall, Reggio Children

2. What **MODELS** have been used to plan and implement arts integration practices?

MODELS FOR PLANNING AND PRACTICE

- Arts for Academic Achievement (AAA)
- Chicago Arts Partnerships in Education (CAPE)
- Arts Integration Mentoring (AIM)
- Snyder's (2001) connection, correlation, integration continuum
- Brown and Nolan (1989) evolution model

3. HOW MIGHT
RESEARCH IN ARTS
INTEGRATION BE
ORGANIZED and
UNDERSTOOD?

- **8 *Large-scale studies***

- ***Champions of Change***

- ***North
Carolina/Oklahoma A+
Schools***

- ***Arts for Academic
Achievement***

- ***Arts Connection***
- ***Empire State Partnerships***
- ***Third Space***
- ***ArtsBridge***

LARGE SCALE STUDIES: RESULTS

- Schools
- Artists
- Teachers
- Students
- Curriculum

2 Meta-Analyses

- ***Critical Links***

- ***REAP***

Meta-analyses

- MAJOR THEME OF TRANSFER
- USUALLY DESCRIBED AS A CORRELATION between an arts experience and arts/non arts learning

REAP - Winner and Hetland

- *Explicit investigation of the hypothesis that the arts impact non-arts learning (2000).*
- *“If the alleged benefits of the arts do not appear on standardized tests, then support for the arts may diminish” (p.2).*

- **8 Single Site Arts Integration Studies**
- **40 Doctoral Dissertations**

8 Single “site” integration studies

- **2 qualitative inquiries - student work analysis studies on visual art and writing**
- **5 school district studies - standardized test scores, school change and arts integration programs OR comprehensive arts programs with an integration component**
- **1 VSA study -rubric development**

40 DISSERTATIONS

- 4 Quantitative
- 36 Single case studies/classroom studies
- 13 Arts integration and Professional development
- 3 Dissertations part of Mississippi's Whole School Initiative

- 1 International Compendium
-

The WOW Factor

- *Education in through the arts
...uses creative and artistic
pedagogy to teach all curricula
(p. 12)*
- (Bamford, 2006)

23 countries

- Do commissioners of education identify learning through the arts as one approach to be used in schools?

12 Teacher Development Studies

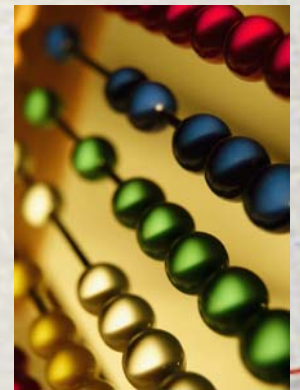
- **5 on the effects of a.i. on teacher practice, identity and role definitions (arts and non arts teachers)**
- **7 on the effects of a.i. in teacher education**

Descriptions of
Implementation:

Non-Research
Publications

Methods and Practices

- 5 Dance Integration
- 6 Drama Integration
- 28 Multiple Arts Integration
- 11 Music Integration
- 15 Visual Arts Integration



TOTAL REFERENCES

247



- **What does it all mean?**
- **What can we learn from this review?**

-
- The field needs a research agenda.

WE NEED

- to test and critique methods for assessing quality of teaching.

We need RESEARCH ON

- Assessments
consistent with
creative, arts-based
processes to
articulate student
learning.

-
- Research methodologies for different scales and different scopes

-
- Investigation of causation, correlation, and connection must continue.

Winner and Hetland
Sept. 2, 2007 Boston Globe

**Correlation isn't
causation**

- EXACTLY.

- The conversation about direct 'transfer' of discrete skills has dominated a research agenda that needs a much more complex and sophisticated theoretical framework and subsequent research designs.

RESEARCH AGENDA

- **CONNECTION**
- **CORRELATION**
- **CAUSATION**

“NEW” RESEARCH QUESTIONS?

- **Habits of mind?**
- **Critical thinking skills?**
- **Creativity?**

ARTS INTEGRATION STUDIES IN TEACHER EDUCATION

- How does arts integration shift the roles of classroom teachers and arts specialists in schools?

- What does quality teaching and learning look like when teaching artists are present in classrooms?

-
- What do teaching artists need to know and be able to do in order to enhance student learning in classrooms?

- ***What methods of assessment and evaluation most effectively capture arts and non arts learning in arts integration?***

School changes studies

- How does arts integration help to shape
- **Curriculum,**
- **Leadership,**
- **Staff interaction,**
- **In/ out-of-school learning?**

Lit. reviews should...

- *Result in a 'progressive problem shift' that yields new perspectives (Strike and Posner, 1983)*

2007

- **Priorities for US
DOE Institute of
Education
Sciences Research**

- *What out what works*

- *Fund more basic research on what works in some places but not in others*

- *Develop systems for delivering research to policymakers, educators and the public*

Education Week, Viadero, 2007)

Dissemination is critical



“Dissemination: Handmaiden to Evaluation Use”

- Example: National Science Foundation's Advanced Technological Education Program (ATE)
- 200 sites - required dissemination

We must be CREATIVE!

- Cross site visits
- Surveys
- Web postings of reports
- Brochures
- Interactive data displays
- Guidebooks
- Videoconferencing

COMMUNICATION

- Disseminating results
- Sharing replicable designs
- Publishing results
- Using public forums
- Evaluating programs based on essential questions

**Clear deliverables from
research and evaluation**

**Informed, evidence-based
practice, based on
disseminated results**

Research agenda and 'buy-in'

- **Reconsider advocacy without evidence**
- **Consider roles for teachers and artists as participants and informants in research**
- **Develop research questions that also include policy outcomes**
- **Indicate deliverables for scholarly audience, school boards, state and federal policy makers**

A LITERATURE REVIEW SHOULD...

- *Clarify problems within a field of study rather than glossing over those problems (Strike and Posner, 1983)*

**We can shape this
dialogue.**

- **It's time to take
the next steps.**

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