

Qualities of Quality

Excellence in Arts Education and How to Achieve It



Presented By

Steve Seidel

Project Zero

Harvard Graduate School of Education

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Breadth of Study

Qualities of Quality is a multi-faceted study of how arts educators define and strive to create high-quality arts-learning experiences for children and youth in:

- Both in and out of school settings
- Grades K-12
- All art forms, notably dance, theater, music, visual arts and some emerging forms, such as spoken word
- Urban, suburban and rural sites

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Approach

Three Research Strands

- Literature Review
- Interviews
- Case Studies/Site Visits

Analysis

- Intra-strand analysis
- Cross-strand analysis

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Research Questions:

Three basic questions:

1. What constitutes quality in arts learning and teaching experiences, as defined by the literature, theorists, researchers, and practitioners in the field?
2. How do practitioners and policy makers achieve and sustain quality arts learning experiences for young people?
3. Which decision makers and decision points may be critical to insuring quality in arts education?

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Considerable work on quality in arts education over the last 25 years:

- ~ Standards for arts education in schools
- ~ Curriculum frameworks
- ~ Assessments
- ~ Evaluations
- ~ Professional development

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Origins of ideas about quality

- Ideas and values about quality are shaped by personal experience

What informs ideas about what constitutes quality in arts learning experiences?

- Experiences
- Purposes
- Values
- Ideas

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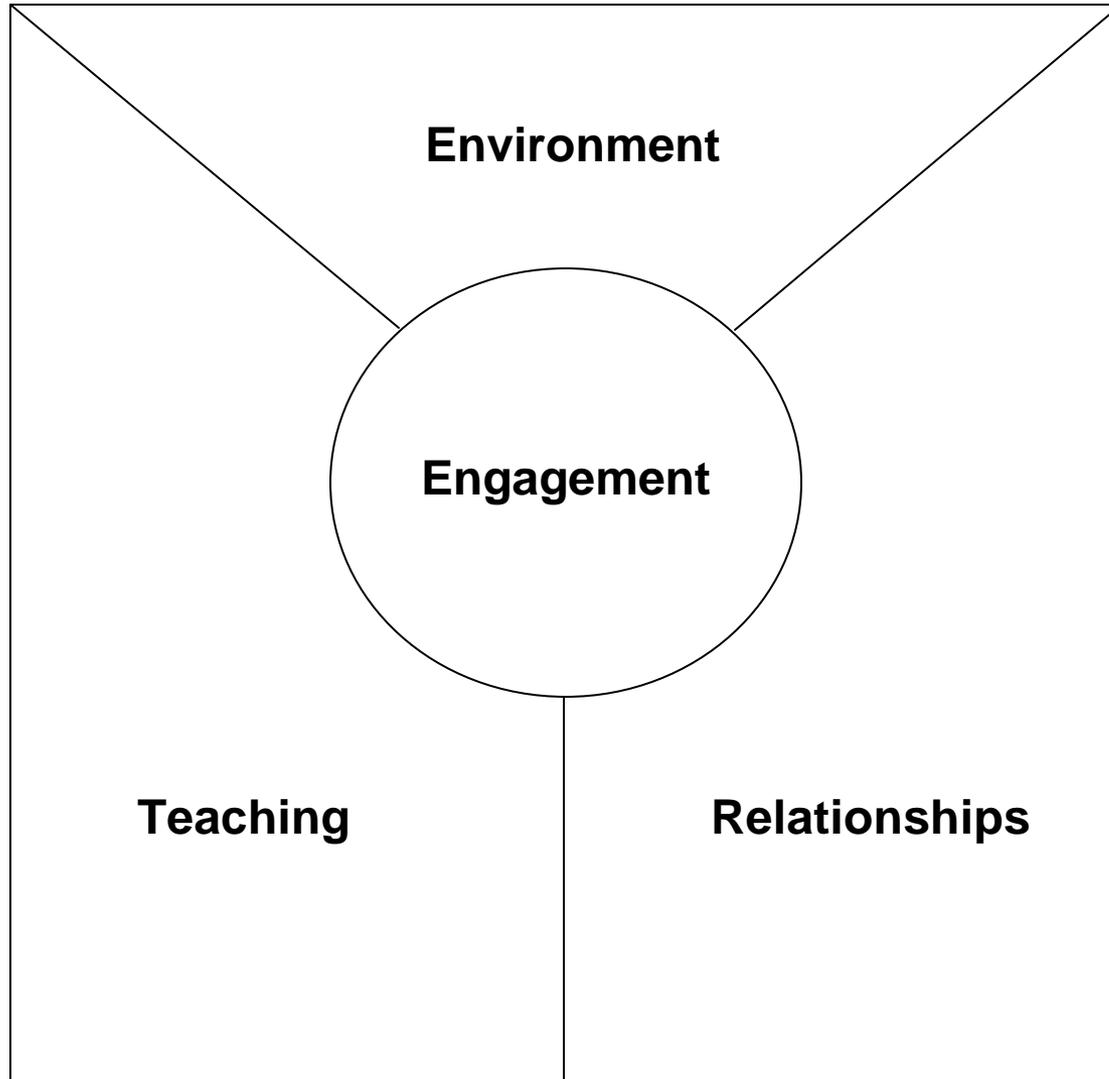
What Constitutes Quality?

4 Dimensions of a Quality Arts Learning Experience

- Relationships
- Engagement
- Environment
- Teaching

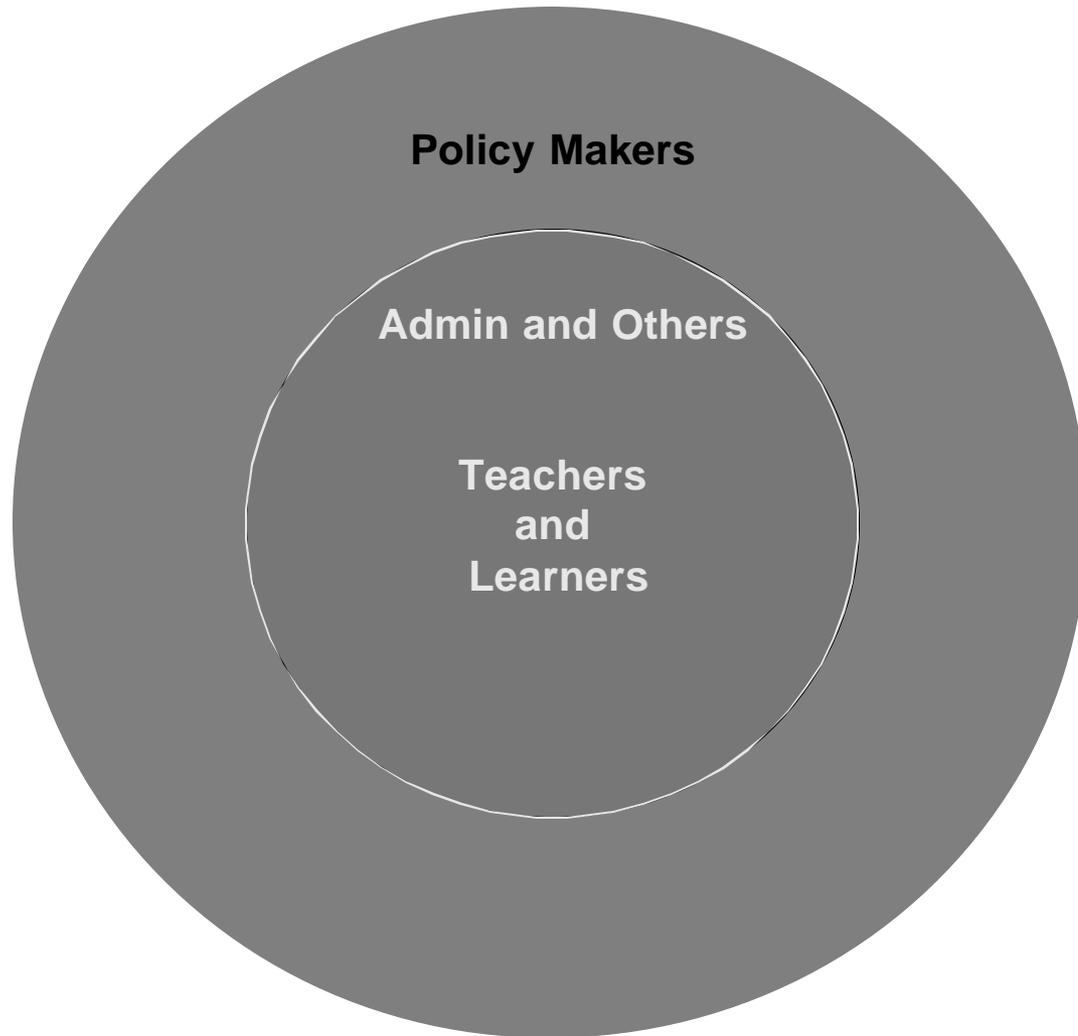
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Who are decision makers? Who works together to make decisions?

1. Teachers/learners in the room
2. Administrators and others – just outside the room
3. Policy Makers – may never see the room