

# UC Irvine

## Journal for Learning through the Arts

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## **Volume 16, Issue 1, 2020**

An unprecedented year of disruptions to many efforts of researchers and educators challenged us all in several areas. We appreciate the contributions and patience of the scholars who are part of this 2020 issue. We present a collection of articles that examine some gaps, perspectives, issues, and voices to consider at different scales, frequently through small samples or a particular example. While many of us are likely familiar with the term “Zoom” to describe the platform that many of our interactions are recently conducted with, we recognize how the authors here have “zoomed” in on populations and concepts to contribute matter for further inquiries. In the Performing Arts section, authors Teruel, Alfonso-Benlliure, and Lee-Fields categorize a non-exhaustive list of terms of dramatic strategies while authors Omasta, Landroche, and The Facing Depression Project Team examine the perspectives of nine undergraduate students who are creating and performing dramas about depression. In the Arts and Sciences section, authors Mark, Constantin, Tinnell, and Alexander discuss the comments of five middle school females as they experience arts integration into science lessons in their language arts class while authors Vasquez-Manaserro, Manaserro-Mas, and Vásquez-Alonso elaborate on the history of Galileo’s telescope to propose how the history of science and arts history effectively support science education. Author Wright captures the responses of the audience viewing dramatic presentations about Type 2 diabetes in the Medical Humanities section. In the Language Arts section, authors Al-Hassan and Osei work with intellectually disabled students in language arts classroom in Ghana while author Nicholes interviews seven chemistry majors about their perceptions of writing. In the Teaching and Learning through the Arts section, authors Kuhn, Pepanyan, and Tallakson look at the effects of arts enhancement for a sample of third grade students with adverse childhood experiences. In the Arts and Geography section, authors Ifeta, Idowu, Adenle, and Ochei summarize the troubled preservation of art from the Abeokuta peoples and articulate some of cultural implications for the artifacts and the techniques for production that they represent. Each of these articles helps us continue to look at aspects of the arts and how students, scholars, teachers, and communities encounter the arts.

### **Performing Arts**

*Mapping out dramatic forms by Tomas Motás Teruel, Vicente Alfonso-Benlliure, and Donna Lee-Fields*

The authors take the distinctions of several terms used in Applied Theater that define specific theater activities and construct diagrams to categorize and show the relationships of these terms. They offer a possible systemization of such terms that can contribute to how those who work with theater activities can learn, reflect, and improve techniques. The authors note that the three graphics are both flexible and non-exhaustive in their mention of dramatic forms, and present an interesting context for working with the foundational concepts of dramatic strategies.

*Pedagogical Discoveries through Participation in a Devised Ethnodrama about Depression by Matt Omasta, Alyssa Landroche, The Facing Depression Project Team*

The study captures the responses of nine undergraduate students as they journal about their experience devising and performing a play focused on depression. The authors examine the devising process of the artists in their rehearsal reflections as they worked with existing stories from The Facing Project. Themes about stereotypes and stigmas are noted, with the participants adding positive comments about awareness and reaching for help. The authors include that these positive outlooks are not characteristic of those suffering from depression but were reported by the participants, pointing out an interesting aspect of drama from different perspectives.

### **Arts and Sciences**

*It got me back to science and now I want to be a plant scientist: Arts-integrated science engagement for middle school girls by Sheron L. Mark, Geena M. Constantin, Terri L. Tinnell, and Olivia Alexander*

Five female middle school students are the focus of a sample for this study as the authors observe the girls' engagement with and interest in science against a backdrop that has usually contains under-representation. The experience for the girls also reflected the loss of science instruction that a language arts classroom tried to fill the gap for. The authors summarize the arts integration of poetry and visuals in the language arts class that included science instruction and highlight the interviews with these students to note the developments for the five girls and their perspectives.

*History of science meets history of art on Galileo's telescope: An integrated approach for science education by Margarita-Ana Vazquez-Manassero, Maria-Antonia Manassero-Mas, Ángel Vázquez-Alonso*

The study explores a proposal of how the history of science, particularly through paintings, compliments the learning about the history of art—and vice-versa—raising awareness that such history is often deleted from science education. The authors investigate an extensive example of Galileo's telescope in the context of their proposal regarding art and science histories, and offer summary suggestions about how teachers can work with these concepts of the telescope example in possible lessons. In their discussion, the authors highlight aspects of telescope's impact on society, culture, debate, and industry to briefly suggest possible similar research into histories of medicine.

### **Medical Arts**

*Bringing Type 2 diabetes to theater: Examining Appalachian audience reflections on The Sugar Plays by Kallia O. Wright*

Wright focuses on the Appalachian region and a primarily socio-economically distressed population to examine how dramas, *The Sugar Plays* which depict individuals and families facing the challenges of diabetes, can impact viewers.

Cultural habits, food-traditions, and inconsistent support emerge in volunteer participants' comments and sketches in response to the study questionnaires and interviews. A recognition of several needs to monitor the illness, change food choices for the better, and be empathetic becomes evident from the participants' responses to the stories and characters in the plays.

## **Language Arts**

*Integrating drawing in teaching English language at Yumba Special School for children with intellectual disabilities by Bawa Al-hassan and Mavis Osei*

The authors collaborated with teachers to work students who have intellectual disabilities in a language arts classroom in Ghana, noting that little research has been done for this population. They share the details of the 6-week long intervention for the students and capture their disparate responses to the activities that availed the students of some learning progress. The study confirms some of the positive outcomes of arts integration for students acquiring language skills.

*Lab reports and horror stories: Leveraging chemistry majors' writing interests for student engagement and retention by Justin Nicholes*

Through interviews with volunteer science majors, the author shares the students' comments on their writing experiences, including those that they remember prior to their college experiences. The student perceptions about writing are connected to principles about Writing Across the Curriculum and in some of the context of their science studies.

## **Teaching and Learning through the Arts**

*Executive function improvement of third grade students with adverse childhood experiences after an arts-enhanced instructional approach by Mason Kuhn, Marine Pepanyan, and Denise Tallakson*

The authors examine the improvement in executive function for sets of third-graders with varying levels of adverse childhood experiences through measures assessing an implementation of an arts integration program. The discussion explores the value of EF skills as a focus for struggling students through alternatives in instruction with arts, adding to the dialogue about the potentials of arts integration to improve the success of youth in several areas.

## **Arts and Geography**

*Unity in diversity: the preserved art works of the varied peoples of Abeokuta from 1830 to date by  
Chris Funke Ifeta, Bukola Odesiri Ochei, John Adenle, Olatunji Idowu, and Adekunle Temu Ifeta*

The authors offer an examination of the collection and preservation of Abeokuta art work in Nigeria, revealing inconsistencies in the documentation of the art and clarification about the people who generate the pieces and with what techniques.

Additionally, the authors look at concerns about the modern treatment of the techniques in the production of such art, recommending some possibilities for tourism and attention to develop processes with machinery to enhance both the culture and opportunities for employment.