

Addressing Workplace Skills in the Classroom: Exploring the Implementation of Skills Development Through Experiential Learning Opportunities

An Overview of the Project:

- Project is second part of *Addressing Workplace Skills in the Classroom: A Model for Arts and Sciences' Specializations* and will continue next year
- Project mandate is to demonstrate/improve how arts specializations teach transferable workplace skills that are desirable and relevant to any job
- Seeks to help arts specializations stay more obviously relevant, through experiential learning and transferable skills, to any discipline and reinforce their study in times defined by relevance based learning
- Project emphasizes the skills taught by specialized arts courses, exploring the unique opportunities for experiential learning provided by the BISC (Bader International Study Centre)
- Result was the creation of 8 Experiential Learning Opportunities (ELOs) and accompanying assignments specifically for Art History 116 (Art and Architecture in Britain from the Classical Period to c.1700) that teach transferable workplace skills

An Experiential Learning Opportunity Example: Activity Five – The Romanesque

- ELO Location: Durham Cathedral
- Assignment Brief: Having already chosen and signed up for a character to act as that relates to the Romanesque period and to the site itself (and having already written a short research/critical analysis paper based on their character), the students will explore Durham Cathedral as it relates to their character in order to prepare a 10-minute guided mini-tour of the cathedral reflecting the perspective of their chosen figure
- Mini-Tour Presentation: Once this mini-tour has been created, each student will walk their class through it in character, exploring Romanesque portions of the cathedral and explaining what is important to them in/about the cathedral and why, what their role/work is overall in relation to the cathedral and how it impacts the cathedral's art/architecture, what messages the art/architecture convey to their character specifically, etc.
- Follow-Up/Debrief: Each mini-tour will be followed up by a brief Q and A session to allow for clarification and further collaborative learning
- Assessment: 20% attendance, 20% participation, 20% pre-tour paper, 40% mini-tour

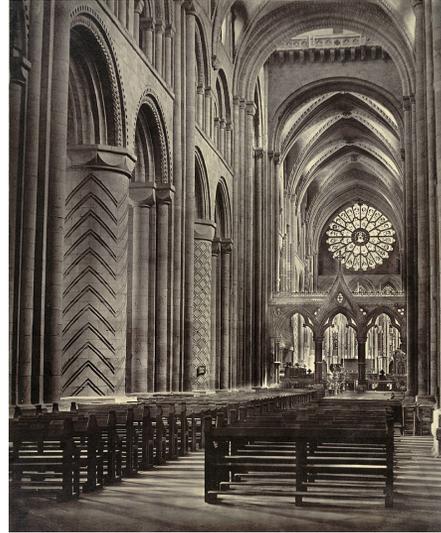


Photo of Durham Cathedral Interior
from the Cornell University Library

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Poster by
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How Transferable Skills are Developed in Activity Five:

- Communication: presenting coherent mini-tour to class
- Public Speaking: eloquently delivering mini-tour to group
- Leadership or initiative: leading/teaching peers during tour, choosing figure and areas to present
- Interpersonal skills: guiding the class while trying to teach/intrigue them
- Team work and collaboration: Q and A after tour, collaborative team based learning, creating one vast tour overall
- Planning and self-management: creating 10-minute tour within given timeline
- Organization: creating 10-minute tour within given timeline, presenting areas in a coherent way
- Problem solving: choosing a figure, figuring out what is important to them, choosing what areas should be included/highlighted
- Strategic thinking: creating a succinct but informative tour with limited time, choosing specific areas
- Creative thinking: thinking about and interpreting space using mind-set of chosen character
- Visual thinking: identification/analysis of chosen areas
- Critical thinking: analysis of areas, answering assigned critical questions
- Critical writing: analysis of character for written paper, answering assigned critical questions

How Course Learning Objectives Are Met in Activity Five:

- Identify basic chronology of Western Art and recognize the characteristics that define each period/style: students must define, identify, and present the basic characteristics of Romanesque art/architecture for their tour
- Summarize and illustrate issues related to the historical context of each period: students must talk about interpretations, perspective, influences, and influence for their papers and tours
- Acquire foundational knowledge in Classical Antiquity to understand later Western art and society: students have to identify and demonstrate Classical Antiquity's influence on the Romanesque during their tours
- Analyze and compare issues of contemporary relevance when discussing historical periods (such as class, gender, and race): students must analyze and compare issues like gender and class in relation to their character and the Romanesque for their papers and tours
- Develop understanding of experiential learning (EL) and its role in the creation of new knowledge: paper and tour will promote connections between EL and the bearing it has on individual understanding