

# UC Irvine

## Journal for Learning through the Arts

### Title

Foreword to 2021 Volume 17, Issue 1

### Permalink

<https://escholarship.org/uc/item/0r0477g7>

### Journal

Journal for Learning through the Arts, 17(1)

### Author

Missakian, Ilona V

### Publication Date

2021

### DOI

10.21977/D917157617

### Copyright Information

Copyright 2021 by the author(s). All rights reserved unless otherwise indicated. Contact the author(s) for any necessary permissions. Learn more at <https://escholarship.org/terms>

## **Volume 17, Issue 1**

For authors' and reviewers' schedules, 2021 continued to be challenge, and we appreciate the careful work each contributed to the shaping of this year's publications. Additional articles will be added as they are readied. In the Teaching and Learning through the Arts section, authors Millet, Kevelson, and Mirakhur study stakeholder responses to a college preparation program for young adults, revealing how arts contributes to a beneficial cultural context for students, and authors Zhanova and Rule present the positive reflections of an adult artist in the process of art-making in light of a focus on social science inquiry into Hopi culture. In the Language Arts section, authors Sheckel and Kula relate the stakeholder responses to a music program implemented to help English language learners in middle school. In the Medical Humanities section, authors Jay, Hashmi, Fraccaro, Bhat, Gil, Khater, Lamb, and Archibald study the skill growth of medical students who use theatre to communicate to geriatric patients in long-term care. With a range of ages of participants, roles of researchers, and settings for study, the articles provide valuable ongoing insight into how arts enhances learning for a variety of individuals and goals in culture, discipline, language, and health care.

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

*The Benefits of Infusing the Arts in a College Preparatory Program by Catherine M. Millett, Marisol J. C. Kevelson, and Zitsi Mirakhur*

Looking into the concerns for how young adult candidates for an elite university who come from first generation, low income background may perceive their experiences leading to their college attendance, the authors gather the various responses from the students, parents, and alumni who engage(d) a specific program over the three summers during high school. They discuss how social and cultural knowledge helps the scholars bridge their experience with context, conversation, and awareness through activities like art-making and attendance of arts events.

*Case Study Involving Art Integration Supports Social Studies Content Learning and Creativity by Ksenia S. Zhanova and Audrey C. Rule*

The authors work closely with an adult artist, who was also a former teacher, as she provides data about her reflections in the creating a diorama that specifically captures Hopi culture. In light of the National Core of Social Science Standards, the process and cycles that the artist reveals include elements that prompted inquiry and research, exploration of perspectives and depictions, as well as decisions about approaches to conveying the details of daily life and sacred meanings. The authors share implications for students at other levels when studying social sciences, especially in terms of autonomy and choice when merging creativity and authentic portrayal.

*Language Through Music: Bridging the Opportunity Gap in the ELD Classroom by Benita L. Sheckel and Stacy M. Kula*

Noting a policy for long-term English language learners in California which restricts access to electives until the students are reclassified as proficient, the researchers relate the responses from students, parents, and the teachers to a specific middle-school choral course. While the implementation of the program in the middle of the school year had an impact on the teachers' reflections, overall the

visitations and interviews reveal that the program was perceived positively and comparative data reveal gains for the students. The authors share implications regarding design and implementation of the program.

*Medical Students using Theatre to Engage Seniors in Long-Term Care Facilities: Fostering Empathy Through a Humanities Pilot Project by Mohammad Jay, Syeda Shanza Hashmi, Luke Joseph Fraccaro, Chirayu Bhatt, Sana Gill, Serina Khater, Susan Lamb, and Doug Archibald*

The research team presents findings about two cohorts of medical students over a two-year period as the students use performative theater with geriatric residents at long-term care facility. The experience is part of the students' program requirements. The medical students research the residents' issues, both write and rehearse the plays alongside theater training, and then perform their pieces. The reflections of the students show their experiences and adjustments regarding focus of their ideas and the connectivity of health issues and the culturally relevant content to the patients. The research team shares the growth of the medical students' skills of empathy and communication through theater which shapes their attitudes toward the patients, the facility, and the staff.