



Welcome to
Teaching Lab: Supporting Reflective and Reflexive Practice

Before we begin, please:

- 1) Contribute to one or more of the four question prompts posted around the room
- 2) Find a seat at a chair with a brown paper bag

What's in your bag? We've provided you with materials that you will need throughout the session, as well as information about the Brooklyn Museum. Feel free to take a sip of water, but be sure to save some for the art-making activity.

Presented by
Allison Day, Alexa Fairchild, Nicola Giardina and Keonna Hendrick

Teaching Lab			
2010-2011 Calendar			
<i>Month</i>	<i>Date</i>	<i>Type</i>	<i>Leader, topic, location</i>
October	27	Wksp	Working with Adult Audiences: Teacher Workshop vs. Gallery Talk (Adelia and Nicola)
November	10	Wksp	Logic Models (Alexa)
December	8	FT	Museum of Contemporary African Diasporan Art – “Ain’t I a Woman” (Maya)
January	19	OO	Getting Ready for Tipi: Heritage of the Great Plains (Kristin)
	26	FT	Museum of Arts and Design – The Global Africa Project (Alexa)
February	9	Wksp	Working with Visitors with Memory Loss presented by Amy Trommer from the Alzheimer’s Association (Access Committee)
	23	RT	Recently, in my teaching in “Tipi: Heritage of the Great Plains” I’ve been thinking about...” (Alexa)
March	9		Working with Visitors with Autism presented by Aaron Feinstein from The Rebecca School (Allison)
	23	OO	Process and Practice: Art-making before Looking (Maya and Kristin)
April	13	OO	American Artworks with Issues (Matt and Cheri)
	27	Wksp	How to Use Language to Look: Michele Kotler from Community Word Project (Nicola)
May	11	Wksp	Encounters with The Dinner Party from Through the Flower Curriculum Packet (Cheri)
	25	FT	American Folk Art Museum – Forming the Figure: An Education-Curated Exhibition (Nicola)

How can experimentation
with materials inform our
looking in the galleries?

Experiment with mark making

Explore :

- ways of holding the brush (pen)
- thickness
- weight
- texture
- speed
- effects of water (before and after ink)



Xie Shichen (Chinese, 1487-ca. 1567). *Landscape*, 1542. Fan; ink on gold dusted paper, Mounted: 13 x 24 3/8 in. (33 x 61.9 cm). Brooklyn Museum, Gift of H. Christopher Luce, 1993.193.



Brooklyn Botanical Garden

Consider Your Reflective and Reflexive Practice...

- What art works do you want to learn more about?
- What teaching idea or question would you like to discuss with your colleagues in a roundtable format?
- What educational or artistic setting would you like to visit in your hometown?
- What are some ways you can support reflective and reflexive practice with your colleagues in your teaching?

How did your experimentation with materials inform your looking?

How did the experience of looking inform your final piece?

Questions?

Thank You!

Teaching Lab

Teaching Lab is an exploratory and experiential forum for Brooklyn Museum educators to strengthen our teaching through regular opportunities to focus, share, and reflect together. It is professional development that empowers education staff to get together as peers and think critically and analytically about our teaching. It is time we prioritize to connect with our collection and think about our teaching and best practices outside of administrative and logistical concerns.

Guidelines

Each Lab is framed with a question that prompts individual and/or group investigation and is applicable to staff from all three departments in the Education Division: School, Youth & Family, and Adult Programs. Each lab includes an active component for all participants and time to reflect. Topics may relate to Brooklyn Museum collections or illuminating ideas that apply to our teaching practice.

Structure

Teaching Lab meets twice monthly for an hour and a half throughout the academic year.

Format

Object Observation (OO) is an investigation of a museum object(s) while experimenting with ways of seeing, visual analysis, critical thinking, and the nature of responding to a work of art. For example, during a Lab exploring process and practice, participants experimented with mark-making using Chinese brushes and ink before viewing a Chinese hanging scroll in the galleries, which provided insight into the skills and choices made by the artist.

Roundtable (RT) is a discussion among peers in which participants converse about issues related to teaching. Discussions can be open or focused on specific aspects of teaching. For example, participant responses to the prompt, "Recently in my teaching I've been thinking about..." are used to frame the discussion.

Workshops (Wksp) can take any form in which an identified issue is explored in-depth, and should occur in the galleries whenever possible to promote the connections between the content of the workshop and the Museum's collection. For example, after learning about some of the needs of visitors with memory loss from members of the Alzheimer's Association, staff spent time in the galleries brainstorming ideas for sensory-based gallery teaching.

Fieldtrips (FT) provide another platform to explore educational content and process. For example, an outing to explore the question, "What can we learn from how the Museum of Arts and Design has engaged its audiences with The Global Africa Project?" included time to view the exhibition as well as study the programs and resources offered in conjunction to the exhibit.

Staff Expectations

Participants collectively determine the content, activities, and direction of Teaching Lab

Attendance is strongly encouraged

Each year, each education staff member (co)leads 1-2 Labs

The Coordinator organizes the Teaching Lab calendar and may act as moderator to maintain focus on the goal(s) of each Lab.

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