

# Arts Collaboration and Community Engagement

## Discussion Prompts

### Week Three: Charrette Discussion

Previously, you completed an assignment that asked you to design a charrette. Discuss the process (in particular the thinking process) you engaged in to design your charrette. The emphasis is on the steps you took to envision and articulate (in writing) your initial concept as an event that would actually take place. **Discuss why such a process might be necessary to produce an effective and successful community-engagement project. Also discuss how collaboration might be an essential part of the process. Note: If you believe that the process is not necessary, or that collaboration is not essential, explain why.**

#### **Additional food for thought:**

if you were to engage in a charrette process outside of an organizer role, what type of role do you think you would be most comfortable in?

how do your target audience members/participants inform the materials/schedule/location?

what materials do you need in your “toolbox”?

#### **where do you see a charrette being helpful within a larger project timeline?**

how can a charrette help mitigate conflict?

how can you encourage participation from all groups?

what does a successful outcome look like?

Post at least one substantive response and at least two substantive responses to classmates’ posts (for a total of three posts).

### Week Four: Theory Discussion and Presentations

A theory is a lens through which we gain better understanding of something we wish to know about. Theory can also guide action. A theory of knowledge, for example, helps to explain the sources of knowledge for human beings and how humans can know anything at all. The theory, therefore, can assist a person designing a learning program, since learning is about acquiring knowledge in something.

Some disciplines have many theories to draw upon (philosophy, for example, as well as physics, history, mathematics, and many others). Other disciplines, such as arts management, community arts engagement, and community collaboration in the arts, have far fewer theories. For this reason, it is often useful to draw on theories from other disciplines to examine whether they are useful. In this group assignment, this is precisely what you will do.

This week you were assigned several readings relating to theories of community engagement and collaboration focused on disciplines other than the arts. Each reading is assigned to a group (but familiarize yourself with all of them). The group will read its assigned article in detail and record a discussion of how the theory and methods within might be fitting for someone interested in creating and implementing a community-engagement or collaboration project in the arts.

You will be graded individually on your participation in the recorded discussion.

Evaluation of the recorded discussion is based on:

- Thoroughly addressing the issues (theories, methods) in the article in a way that shows that group members understand what they have read.
- Ability to make cogent and insightful comments as part of the group discussion.
- Concreteness of the connections made between the material in the article and arts collaboration/communication (specific details regarding those connections).
- Use of examples (from the arts) to illustrate points made.
- Assessment of the usefulness of the theories and methods.
- Summation of significant points.

Length of video should be approximately three minutes per participant. That doesn't mean that each participant must speak for three minutes. If you have three participants, however, the minimum length of the discussion should be nine minutes. But, the length of the video should overall be dictated by the quality and coherence of the discussion.

After completing the Group Theory Video Discussion be sure to watch all of the other groups' uploaded recorded discussions.

Then, as an individual, comment on at least two other group videos. In particular, focus on the degree to which each recorded discussion helps you understand the article on which the video is based, the insightful analysis provided, the quality of examples, and the degree to which all of the above helps you understand the theory explained and its fittedness for arts-collaboration/engagement contexts.

## Week Five: Ethics Discussion

Answer the following questions. Make sure to give details in your responses, as well as specific examples. You can also cite and quote material from course readings and materials.

- What type of ethical dilemmas would you expect to encounter as an arts manager?
- What are common ethical issues that arise in community-engagement work?
- As a student doing community engagement as part of a class, what responsibilities do you have to the community you work with?

Post at least one substantive response and at least three substantive responses to classmates' posts (for a total of four posts). Your grade will be determined by the quality of your participation.

## Week Seven: Community Engagement Reflection

Reflect on what you've learned so far in this course.

- What are your thoughts about the work of community engagement/collaboration as an arts leader/manager?
- Is this kind of work needed?
- Would you enjoy doing it as a regular part of your career?
- What things have you learned that you find useful, meaningful, revelatory, difficult, or troubling?
- Do you find the prospect of community-engagement work exciting or daunting (or a bit of both)?

Be specific, and use examples from course material.

Post at least one substantive response and at least three substantive responses to classmates' posts (for a total of four posts). Your grade will be determined by the quality of your participation.

## Week Nine: Project Plan Discussion

Respond to the following questions:

- Discuss your process for the Module 9 Assign: Community Engagement Project Plan Section 1. What challenges, frustrations, pleasures, revelations or anything else did you encounter?

- Do you think such detailed planning and articulation of the process is beneficial to achieve your final outcomes? Or, do you think it is too tedious and bothersome? Explain your answer.
- What wisdom did you take from the readings in this module that can help you be better in the work of community engagement? Be very specific in what you can do better, and what it was that you gleaned from the readings that helped. If you didn’t get anything helpful from the readings, explain (using examples and details) why.

Post at least one substantive response and at least two substantive responses to classmates’ posts (for a total of three posts). Your grade will be determined by the quality of your participation.

## Week Eleven – Project Execution Discussion

Discuss the following as they relate to the readings and other material experienced in this module. Make sure to provide concrete and specific examples to illustrate the points you make. Quote from readings as relevant and needed.

- What is a key community asset? How can you recognize it?
- How does policy support help you in planning and implementing a community-engagement project?
- What has been your experience of your Community Engagement Project so far?
- How do you know when it’s time to celebrate?

Post at least one substantive response and at least three substantive responses to classmates’ posts (for a total of four posts). Your grade will be determined by the quality of your participation.