

Synthesized Article Notes (Matrix) Template for Literature Review

Research Article <i>(Provide proper Reference and Title of published article)</i>	Problem Addressed Research Question	Aim & Objectives	Usage in my Study, possible Themes/connections to other Studies	Findings and Conclusions	Areas of improvement/ Future Direction	Notes on their literature review/format of study/methodology
Saxe, A. B., & Wilson, J. L. (2021). Curriculum, aesthetics, and social justice: From the common to the exceptional. Current Issues in Education, 22(2). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1963	1) What are the intentions and practices of a high school teacher as he teaches English? 2) What are the intentions and practices of the same teacher as he teaches English incorporating CRISPA?	To assess the capacity of CRISPA to enhance curriculum development and implementation. “Creating an environment that invites students to remain open to new possibilities and “re-seeing” increases the potential for meaningful and aesthetically engaged learning experiences”.	The use of aesthetic learning processes (CRISPA) and how they influence curriculum. The integration of personal beliefs and traditional curriculum. The battle between professional conflict and educational connoisseurship. “aesthetic themes—a research-based method of enacting a perceptual orientation to	The teacher possessed strong beliefs		

			teaching “(Uhrmacher, 2009)			
P. B. Uhrmacher, C. Moroye, & B. Conrad (2016). Aesthetic, spiritual, and Flow Experiences: contrasts and Educational implications. Education & Culture (131-151).	<p>The purpose of this paper is to cross-examine Dewey’s ideas on religious and aesthetic experiences, and Csikszentmihalyi’s theory of flow experience.</p> <p>how one initially engages in such experiences;</p> <p>how the experiences are characterized;</p> <p>why the experiences matter.</p>	To achieve this end, we offer an analytic framework for evaluating experiences: triggers, characterizations, and import.	<p>Aesthetic experience and approach to curriculum teaching.</p> <p>‘we have developed a theory called CRISPA that teachers may employ to create what we might call “wow” experiences in their own classrooms.’</p>	<p>‘Aesthetic experiences, then, can be either intentional or happenstance, may occur over long periods of time or briefly, and may cultivate the desire for similar experiences and related heightened awareness.’</p> <p>‘is that the journey involved leads to what we like to call a “wow” experience. It is joyful, focused, and memorable. ‘</p> <p>‘An aesthetic experience cannot be forced, but the conditions can be</p>	<p>‘We reiterate that we are drawing upon three kinds of experiences whose origins were not borne specifically out of school experience, but out of life itself. By attending to life experience in the classroom, the teacher who consciously orchestrates a variety of these experiences for students and talks with them about their associated qualities provides the conditions for meaningful learning, while also engendering in students the ability to trigger such experiences in their out-of-school lives.’</p>	

				set up to offer the opportunity’.		
<p>B., Moroye, C. M., & Uhrmacher, P. B. (2015). Curriculum disruption: A vision for new practices in teaching and learning. Current Issues in Education, 18(3). Retrieved from http://cie.asu.edu/ojs/index.php/cieatasu/article/view/1434</p>	<p>With increased attention to measurable, common student achievement outcomes, the experience of both students and teachers has been overlooked.</p> <p>A Vision for New Practices in Teaching and Learning</p> <p>to consider what disruption looks like in education.</p>	<p>an alteration of the improvement trajectory of standardized curricula, offering innovation in lesson planning.</p>	<p>‘Considering the side effects of an overemphasis on standards, we developed lesson plan strategies that seek to counteract the standards- and testing-focused curriculum planning methods’ (see Uhrmacher, Conrad, & Moroye, 2013)</p> <p>‘Experience in the degree in which it is experience is heightened vitality. . . .it signifies active and alert commerce with the world; at its height it signifies complete interpenetration of self and the world of objects and</p>	<p>‘We suggest that this response is a transformative one—that for some teachers this curriculum disruption shakes them to the core and changes their beliefs about themselves and their own teaching.’</p>	<p>First, we note that CRISPA offers a disruption, which encourages us to re- think the aims and processes of lesson planning itself. This is not only a deliverance from the historically common approach of teachers completing lesson plans for the purpose of submitting them to administrators, but is also quite a leap from the teacher as implementer of scripted curriculum model.</p>	

			<p>events. . . .Because experience is the fulfillment of an organism in its struggles and achievements in a world of things, it is art in germ. Even in its rudimentary forms, it contains the promise of that delightful perception which is esthetic experience. (p. 19)</p> <p>Stated differently, Dewey (1934) notes that all experiences have the potential to be ordinary or extraordinary.’</p>			
<p>Hellman, Annika, and Ulla Lind. (2021). Lost and Found—Unfolding and Refolding Aesthetic Learning Processes. Education Sciences 11 (12).</p>	<p>The replacement of the explorative learning process by goal-orientated.</p> <p>examine the folding, unfolding, and refolding of aesthetic learning processes, suggesting productive</p>	<p>How to reassemble new and explorative learning processes, assigning aspects of sustainability and an ethics of care in relation to environmental and social questions.</p>	<p>“This demands a creative imagination, an ethical standpoint for negotiating the curriculum in line with differentiation by forming, inventing, and fabricating new concepts and images.”</p>			

	<p>concepts and practices.</p> <p>“the purpose of this research is to add to the body of knowledge on the critique of neoliberal forces in the development of educational curricula.”</p>		<p>“. Pupils had time to investigate and learn through a more active mode, rather than being reduced to objects for teaching as a transmission of knowledge.”</p> <p>“the learning process stops in a certain way, when the answers are found or given.”</p> <p>“By focusing on knowledge acquisition, learning processes become shorter and, in the worst case, are reduced to a simple question-and-answer pedagogy. In this process, education becomes standardised and produces categories of</p>			
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			student subjectivities that limit the possibility for subjectivation.”			
Hassan Eslamian, Seyed Ebrahim Mirshah Jafari, and Mohammad Reza Neyestani (2017). Investigating the Effect of Teaching Aesthetic Skills to Faculty Members on Development of Their Effective Teaching Performance. Journal of Teacher Education for Sustainability, vol. 19, no. 2, pp. 90-106.	effect of teaching aesthetic skills to faculty members on development of their effective teaching performance through a two-group pretest-posttest design.	applying aesthetic skills by faculty members in the teaching and learning processes can pave the way for sustainable development of their effective teaching performance.	<p>“The term aesthetic comes from the Greek word <i>iaisthetikos</i> and Greeks consider it as ones ability to perceive via his/her senses (Pour- hoseni, Sajadi, & Imani, 2014)”</p> <p>“According to experts, neglecting aesthetic education is a serious obstacle to the realization of fundam- ental objectives of higher education systems (Kaelin, 1989)”.</p>	“These studies confirmed the positive role of applying aesthetic criteria in improving and developing the quality of teaching and learning. The results of this study also confirm the views of leading scholars of the field of education, such as John Dewey, Elliot Eisner, Maxine Greene, Mehrmohammadi, etc., who have insisted on the importance of aesthetic skills and criteria in sustainable development of the quality of teaching and learning.”		

<p>G. Yu (2021). Re(Searching) Meaning: An Aesthetic Approach to Teaching and Learning Outside of the Box, 47(2).</p>		<p>The purpose of this article is to make visible what was lost with the shift to a boxed curriculum, including the aesthetic practices and negotiated learning experiences co-constructed with the children.</p>	<p>“What was lost in the shift was the value of aesthetics as an integral part of educational experiences for both the children and the educators, including the freedom to wonder, to sustain curiosity, and to imagine alternate ways of being and learning together.”</p> <p>“When learning is not reduced to short-term memorization and mechanical representations, there is time for joy and wonder, and ownership of knowledge-building processes (Tarr, 2018, p. 230).”</p> <p>“Also disregarded by prescribed curriculum is the</p>	<p>curriculum as disrespectful culturally for children. Disrespectful for their language and the context.</p>		
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			importance of processes and time. It takes time to develop processes for enacting meaningful learning experiences. In their reflections, the teachers often mentioned slowing down and listening to children—something that is missed in the adoption of prescribed curriculum.”			
SuperVision and Instructional Leadership: A Developmental Approach, 8th Edition Carl D. Glickman	Used as reference for data collection instrument.					

Stephen P. Gordon Jovita Ross-Gordon						
Ramachandran, Ramakrishnan, Reforms in Teaching-Learning Environment towards Greater Interactivity - New Roles of Facilitators and Learners (November 25, 2006). XII IDEA International Conference on Open & Distance Learning, University of Mumbai, November 24-26, 2006, Available at SSRN: https://ssrn.com/abstract=1751858	<p>The need to revise and reform teaching.</p> <p>The quality of education and how it affects engagement.</p>	To create the best or most effective syllabus through active learning strategies.	<p>“Teachers need to foster positive teacher-student and student-student relationships through the use of cooperative learning strategies”</p> <p>“Within both the distance education and general education framework, new standards are being defined based on a student-centered curriculum, increased interactive learning,</p>			

			integration of technology into the educational system, and collaborative study activities”			
Franciso, M.B, Gonzales, R. DLC, Vargas, M.S, (2015). Student Engagement: Associations with Teachers and Peers as Motivators. International Journal of Educational Investigations, Vol.2, No.11: 1-17 ISSN: 2410-3446., Available at SSRN: https://ssrn.com/abstract=2746281 or http://dx.doi.org/10.2139/ssrn.2746281	The effect (relationships) peers have as motivators on student engagement.					