

risd Department of
Teaching + Learning
in Art + Design



Rhode Island School of Design
Department of Teaching + Learning in Art + Design
www.collegiateteachinginartanddesign.com

Collegiate Teaching: Preparation and Reflection 2018

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Office Hours: By appointment: TLAD Department off of South Main Street.

Thursday 8:30 - 11:30 am Section 01

Friday 8:00 - 11:00 am Section 02

How can we add to the future enrichment of our disciplines? How do we make future collegiate teaching a more meaningful practice? This semester-long professional practice course is for artists, designers, architects, and educators and is designed for students who will be teaching during their course of study at RISD and or who plan to teach in higher education after graduation. The course draws upon the varying expertise and pedagogical practices of RISD faculty and guests from all disciplines to provide graduate students with models of teaching that can inform their development as future faculty. The goal of this seminar is to introduce graduate students to reflective teaching principles and to provide an orientation to the collegiate teaching and learning experience. The course is composed of readings, reviews, discussions and Individual Teaching Practice sessions where students engage in microteaching sessions and receive feedback from faculty and peer observers. The major products resulting from the course include a personal statement of teaching philosophy and a proposal for a course description and course syllabus.

Suggested professional membership in your discipline's national association like:

College Art Association (CAA) Student Rate Membership \$55.00
Membership is Jan to Jan: job postings start when you join
CAA Conference 2019 New York City, Feb. 13-16 www.collegeart.org

Association of Collegiate Schools of Architecture (ACSA) www.acsa-arch.org/

Or conferences/associations such as:

(SPE) Society of Photographic Education

NCECA

Southern Graphics Council Conference

CELA Council of Educators of Landscape Architecture

IDSA Industrial Designer Society of America

Professional and Organizational Development <http://www.podnetwork.org/>

International Society for the Scholarship of Teaching and Learning ISSOTL www.issotl.com

GOALS: THE BROADEST AIMS OF THE COURSE FOR THE PARTICIPANTS.

- To achieve a broad introduction of reflective teaching practices in colleges and universities nationwide
- To begin the organization and planning of a basic collegiate teaching portfolio.
- To reflect upon and utilize teaching in a variety of modalities beyond one's own discipline's conventions
- To prepare for and to receive feedback on one's own practices of teaching

OBJECTIVES: WHAT THE PARTICIPANT WILL COME AWAY WITH FROM THE COURSE.

- Expanded ideas on teaching preparation moving from the teaching assistant level to the instructor of record level 10 %
- Integration of effective national models of teaching into an art + design context to use as a teaching assistant, graduate instructor or junior faculty beyond RISD 20 %
- Production of a teaching philosophy, course descriptions, syllabus, assessment benchmarks, one class project and feedback form. 70 %

COURSE REQUIREMENTS:

Developing Reflective Teaching Practices

- Readings and discussions for assignments.
- 4 to 5 classes for Individualized Teaching Practice Sessions and Final Presentation
- 2 individual feedback meetings
- 4 in-class reviews and discussion groups
- Guest faculty and graduates for reflections and reviews
- Collegiate teaching in art and design.com blogsite

Individual Teaching Practice (ITP) RISD Campus

Completion of reflective teaching practices in a 25-minute class. This class will be done in the seminar room and the seminar members will be your class participants and peer reviewers. Guest RISD faculty will also observe your class. The class will be videotaped for your viewing only. Peer reviewers will write observations and suggestions immediately after the class. A follow-up written evaluation is given to you only from the RISD faculty reviewers.

Feedback Peer and faculty feedback after each Individual Teaching Practice (ITP) session
In class peer and faculty feedback, faculty feedback through email.

Teaching Portfolio

Final Teaching Portfolio Presentation

- Teaching and inclusivity philosophy with examples
- Proposed course descriptions with goals, outcomes, methods
- Proposed syllabus with goals, outcomes, assessment
- One class project with goals, objectives and assessment
- Mid-term feedback form and final course grading framework

Included in your Teaching Portfolio Syllabus and Class Projects:

- Information received from the lectures, discussions, guests and SoTL scholarship
- Inclusion of one meaningful teaching project interfacing with a museum collection
- Safety and health practices
- Inclusive classroom attitudes and diversity in teaching methods
- Critique criteria and varied critique formats
- Visual culture + content merged with technique

Evaluation: Final assessment will be based on these areas:

- Attendance and completion of assignments
- Thoughtful completion of Individualized Teaching Practice Session (ITP)
- Considered completion of peer evaluations in class and for ITPs
- A final revised portfolio of a teaching philosophy, course descriptions, syllabus, class project, feedback form, and grading framework.
- Receptivity and constructive engagement in classroom & individual meetings

CRITERIA FOR GRADING

- A
 - Exceptional and innovative thoughts and contributions in oral and written assignments
 - Refined and resolved teaching portfolio parts
 - Research into best practices in one's field and beyond
 - Consistent growth throughout program and effective use of criticism and feedback.
- B
 - Solid, in-depth work in all areas
 - Extends information into discussion, portfolio components & homework.
 - Evidence of growth throughout program
- C
 - Completing the minimum in all areas
 - Completing a satisfactory teaching portfolio sections with minimal introspection indicated
 - Some growth indicated in papers, assignments, discussions
- D
 - Late, incomplete, poorly done written and oral assignments
 - Minimal involvement and little growth exhibited
 - Disruptive to individual and class momentum
- F
 - No portfolio parts and/or incomplete engagement

The question we most commonly ask is the “what “ question---what subjects shall we teach? When the conversation goes a bit deeper, we ask the “how” question—what methods and to what ends do we teach? Occasionally when it goes a bit deeper still, we ask the “why” question—for what purpose and to what ends do we teach? But seldom, if ever, do we ask the “who” question--who is the self that teaches? How does the quality of my selfhood form--or deform--the way I relate to my students, my subject, my colleagues, my world? How can educational institutions sustain and deepen the selfhood from which all good teaching comes?

The Courage to Teach. Exploring the Inner Landscape of a Teacher's Life, Parker J. Palmer

Teaching is a performative act. And it is that aspect of our work that offers the space for change, invention, spontaneous shifts, that can serve as a catalyst drawing out the unique elements in each classroom. To embrace the performative aspect of teaching we are compelled to engage “audiences,” to consider issues of reciprocity. Teachers are not performers in the traditional sense of the word in that our work is not meant to be a spectacle. Yet it is meant to serve as a catalyst that calls everyone to become more and more engaged, to become active participants in learning.

Teaching to Transgress Education as the Practice of Freedom bell hooks

Friday
September 7

Review of Course
SoTL and the Academic Community
Risdcollegiate teaching site.

Understanding the context and methods of critical reflection within wider teaching practices and thinking about your own beliefs about teaching.

Assignment:

1. On collegiate teaching in art and design read Teaching Philosophy Assignment
2. Read assignment handout and prepare a first draft of your own teaching philosophy with empirical, analytical and evidentiary elements for art and design disciplines

Friday
September 14

Discussion: *The Scholarship of Teaching and Learning in Higher Education* Marian McCarthy

Workshop: Peer Review of First Draft of the Teaching/Diversity Philosophy

Assignment:

1. Develop an Inclusivity Statement
2. Develop Three Meaningful Course Descriptions

We will examine the value of establishing goals, objectives, and methods before writing a course description. Stating the deeper learning opportunities and what steps will occur in achievement leads by ideas and follows by techniques. What is a dynamic and practical course description? How can stating the overall greater good of the course followed by particular learning outcomes and specific examples of structure and assessment potentiate the course syllabus? Can our course descriptions inspire, inform and lead?

Outcome:

Creation of 3 meaningful course descriptions at different levels with different goals. Understanding the core ideas, goals, objectives, and structure of each course will set forward the armature for a detailed course syllabus.

Friday
September 20

Workshop: Small Group Description and Inclusivity Reviews

Discussion: Developing a Syllabus Outline, ITP Plan

Thinking of a larger purpose first and then planning the steps to achieve this will help prioritize and gauge the pace, quantity and quality of learning content. Syllabus Order: Course Description, Class Information, Goals, Outcomes, Methods, Critique Statement, Criteria for Assessment, Weekly Plan with Learning Outcomes.

Assignment:

1. Read Woolcock "Constructing a Syllabus"
3. Develop a Syllabus Outline of Concepts

Outcome: Advancement from isolated discipline-specific content to wider teaching methodologies, strategies and contexts is a progression in critical reflection.

Friday
September 28

Workshop: Small Group Review of Syllabus Outline

Discussion: ITP Guidelines and Developing Student Learning Goals

Assignment:

1. ITP Plan

Friday
October 5

Individual Meetings

Discussion: ITP

Assignment:

1. Continued Development of One's Syllabus
2. Creating a Class Project Exemplar
2. Incorporate Bloom's Taxonomy + Guide to Critical Thinking in the Working Syllabus and Class Project

Dividing the calendar schedule into concept groupings, one can set up of the syllabus and move into inquiry while adding richness with critique criteria statement, assessment processes meaningful museum assignment, disciplinary cultural range, safety and resources. Examine how and why assignments are ordered. What constitutes a qualitative project and an effective learning experience?

Outcome: A sharing of ideas and concerns about one's syllabus will open ways to imagine, change and advance the syllabus, the class project and the ITP.

Friday
October 12

Individual Meetings

Discussion: ITP Plans, Syllabus Review

Friday
October 19

Workshop: Class Projects Peer to Peer

Assignment:

1. Feedback Form
 2. Grading Rubric
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Fridays
October 25,
November 1,
November 8,

Due: 5 ITP's

Format: Lead a 25-minute class. Receive and give peer observations and suggestions immediately after each class.

Outcomes: Ability to rethink, edit, consider and communicate the steps for generative growth. Creation of a balance of concept and technique, information and experience within one's teaching presentation. Analysis of effective methods, demonstrations and resources as learning factors through peer observation and evaluation.

Friday

November 15

November 29

Individual Teaching Practice Session Reviews
No Group Class

1. Review your videotaped practice session.
2. Prepare to discuss your reflections on your teaching.
3. Consider observations and suggestions from 2 faculty observers.

Outcome: Self-reflection of teaching experience.
Learning to incorporate and adapt to changes in your teaching practice.

Friday

December 7

Class Teaching Portfolio Contents Presentation
(10-minute rojected resentation of selected components of your Teaching Portfolio)

Comparisons across disciplines will widen an individual discipline's teaching view. Resolution and integration of parts to whole will have occurred by this point. Visuals may be added to portfolio to help individualize the information. The presentation will be a formal digital presentation highlighting your main points in 10 minutes and incorporating teaching practice session lessons and stemming from your teaching philosophy.

Friday

December 13

TEACHING PORTFOLIO pdf email.
Last name_Portfolio_2018

Thank you and Congratulations!
