

# Teaching Portfolio

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## *Teaching Philosophy*

My undergraduate major is Jewelry Design and graduate major is Jewelry & Metalsmithing. I am very fond of this major, so being a teacher and transmitting knowledge in this field to other people is the thing I want to do most in the future. Teaching is not only a way to output knowledge, but also to get inspirations from students, which is extremely important for my own creation.

I have four goals for students:

- Foster basic skills of jewelry making.

In order to achieve this aim, practice after classes is important. Because in my study life, I found that I could understand the course better with appropriate exercises and assignments. During class, it is hard for me to absorb the new knowledge and consider it deeply. But I could think a lot when doing homework. For example, as soon as I arrived RISD, our professor asked us to do 25 pieces of jewelry in a week. It is really a large work load for us and I had never done so much before. But during doing the homework, I found some ways to work more efficiently. I got benefits from this practice, so I hope my students could also perform better in basic skills after repeated exercises. For example, if we learn soldering in the class, maybe I would ask my students to solder five pieces after class to make them handle this technology better.

- Developing students' creativity.

After grasping the basic technique, students also need to put their own mind in the work to show their personality and creativity. But how to cultivate creativity? I plan to lead students to make brain storming, and then pick some ideas to communicate with other classmates. I believe others opinions could spark the creation of my students.

- Cultivating the ability of independent work of students

In my study period, if teachers do a lot for their students, children tend to be dependent on teachers. Take myself for example, our professor in college was knowledgeable and usually rectified many unreasonable parts of my works. I liked to consult his suggestion and felt unconfident about my work without his help. Combined with my experience, I would not involve too much about my students working process. Just provide the method of creation and give some direction for them in necessary.

- Having abilities to communicate well with their classmates.

Classroom discussion is a way I would to use in my class to encourage teenagers to participate in the conversation with classmates. Because communication can help them know about their work in different aspect. I would use half class to teach and other half class to ask students to exchange ideas. Considering about some students have hard to express opinions actively, some questions is answered one by one, and some questions could be answered freely. Therefore, everyone has chance to listen ideas from other classmates and express opinions of themselves.

Three goals to myself:

- Always be open-minded, never deny students' ideas just based on traditional experience.

Teacher does not mean authority, so I told myself do not easily reject students' ideas which seems like impossible. Encourage them to try different things because young people are more creative.

- Often read books and continue studying to enrich myself.

The world is changing especially the contemporary art. I have to know the newest information and share them to my students immediately. So if I am a teacher in the future, I would try to read one book in two weeks and go to some new exhibition to enrich myself.

- Always be patient to students and consider about their emotions.

In fact, I am a patient person and willing to repeat explain something for students which they could not understand. But I am afraid that I cannot take care of every one when there are many individuals in the class. But I would remember and try my best to consider about every person's mood.

These are my teaching philosophy and I will improve and complete them in practice in the future.

## *Inclusivity Statement*

I don't discriminate about any person, and accept them whatever about their race, color, national or ethnic origin, religion, or sexual orientation. I believe different positions could provide our lessons with new inspirations.

When considering inclusivity, personality is the first one to come out and I think it is the most important difference between students. Some students like talking a lot, but some students are quiet. As a person who doesn't like to talk in the past, I understand those students who have difficulties in class discussion. For example, we were usually asked to talk in a group in kindergarten, but my personality was extremely shy at that time.

Sometimes I had opinions about the conversation, but I did not know how to express. I felt nervous about talking in front of people and unconfident about my thought. Although this situation is better now, I still have psychological shadow about my kindergarten years.

In order to make these introverted students feel comfortable during class discussions, I would ask them to take notes, writing their opinions or questions on paper. Students who have difficulties in speaking could stick their note paper on the wall. Then other students could write comments under their classmates' notes. I use this way to encourage quiet students to not feel excluded in class, and I believe they could perform better in written form. I hope this method could help some quiet students feel less lonely.

During a recent class discussion, my partner's opinion was interesting because he considered about his privilege firstly, like he is a white person, cis-sexual, straight, tall and so on. I believe it is a good idea because accepting others became more easily when we forget our advantage. And then, he tried to forget these privilege, erasing the difference between himself and others. He also said that he was impressive about the first class of a professor, which asked them to express the requirement of teachers and classmates and write them in the class rule. He wanted to do the same thing as his professor. For example, if a student whose first language is not English, expecting slower speed in discussions, the teacher will write it in class rules to remind students who speak fast to consider about poor language students. It is a good way to help second-language students.

I am also an international student, so I would consider about students in second language in my class in the future. First, I will do my best to control the speed of class, if I think some part maybe go too fast and international students have difficult to follow it, I would lead student go back a little bit and explain the hard part again in another way. Second, I would encourage students who are shy to speak more or give questions. If they don't like insert the conversation independently but they have willing to speak, I will call their name separately. Lastly, I won't leave the class immediately after class, so if students have some questions, I could answer their questions. I hope my experience can help me do better in an inclusivity class.

## *Course Descriptions*

### **Basic Jewelry Technology | Wearable Craft Gifts**

Do you want to make jewelry for yourself to show individuality? Or making some jewelry pieces as gifts to your parents, friends, or lover? Taking this class is the fast way to learn about jewelry making. This class is suitable for students who have never touched jewelry making and are interested in it. This is also the required course for every new student in Jewelry & Metalsmithing major. After this class, students will know basic techniques about making jewelry like how to soldering two pieces of cooper together, or how to link a silver chain. The course contains the introduction of using a jewelry saw, files, welding guns and the rolling machine. No written work is included, but each student should prepare a presentation to introduce about a technique of jewelry making at the beginning of each class. There would also be a small practice work about the teaching content after every class, and a formal piece which combined every technology that we introduced in final. Large quantity of practice outside class will help students become familiar with the techniques.

Class capacity: 10

Estimate cost: \$300-600

Open to all students

Undergraduate required class

3 credits

None pre-requisite requirements

### **Advanced Jewelry Technology | Find A Different Way to Make Jewelry**

This is an advanced course for students who have taken the "Basic Jewelry Technology" class. We will pay more attention to "creation method", a common way to make contemporary jewelry, during the class. In this class, I will lead yours to do some research

which attract your interest as the background as start. Then you need to make at least 7 quick models in first three weeks and we will discuss these models one by one during the class. Your final work should be developed from these experiments. A set of work (contains at least 3 pieces) and an essay are required as a final project. After this class, students would master skills about making jewelry, and know how to develop an idea to mature compositions.

Class capacity: 10

Estimate cost: \$0

Only for Metalsmithing& Jewelry students

Undergraduate required class

3 credits

For students who have basic knowledge of jewelry making

### Wax Carving | Lost and Found

Wax carving is a convenient way to turn complex design to metal. Even though we can print wax by 3D printing, the best way to show beautiful and fluent outline of jewelry is to carve by hands. Jewelry wax is easy to cut and sculpt, so jewelers can use wax to mold their works and use Lost Wax Casting method turn wax to metal. This course is suitable for students who have interested in wax carving. The aim of class is providing another choice for jewelry making. During classes, we would introduce how to make rings and other objects by using wax. We will mainly deal with green wax in the class, which is harder and better to sculpt. But we would also introduce about red wax -the most soft wax which can mold by hands, and blue wax-have better liquidity and usually used in large scale production. Therefore, students can use different wax to deal with different problem. And there would be a short part to introduce about casting in the end, which is the way to

transfer wax to metal. Student only need to finish assignments during class(3 rings, 2 objects) as their final work.

Class capacity: 6

Estimate cost: \$150

Elective class for graduate/ undergraduate M&J students

3 credits

## *Syllabus*

Jewelry+ Metalsmithing Undergraduate Studio

Instructor: Xiaoran Liu

E-mail address: Xliu12@risd.edu

Class seats: 12

Credits: 3

Required class for undergraduates in J&M major

Spring session 2019

Wednesday 1:00pm-6:00pm

Metcalf building 204

Estimate fee: \$600-\$1000

### Course Description

Jewelry making skill is really important for students in jewelry major. After this class, students can make their own jewelry independently in the studio. And if you want to send your design to the factory, learning the structure of jewelry can make your drawing better to understanding by other makers. This course also aimed to foster critique thinking and creative. By discussing the design together in the class, students would understand better about what a good art work looks like? How to interpret the concept behind an art work? How to introduce about own work to viewers?

This J+M required course is a course includes intensive technical and a simple creation practice. The course will be divided into two segments: the first half focuses on the basic jewelry making skill like sawing, filing, soldering, melting, forming and polishing mainly with copper and silver material which I will make demo during the class. And the second part is mainly on independent working with individually meeting. Technical demonstrations will help students familiar with material properties and making process. This course aims to

address and prepare students with the practical knowledge, experience, and necessary specialized skills to launch a project.

**Course Goals:**

- To build a macroscopic concept for students about jewelry.
- To lay the foundation about making and designing in the future classes.
- To make students feel craft and respect about craft making.
- To make students concern more about the idea or the concept about the art work not just appearance.
- To gain awareness of how contemporary jewelry artists work, and the way to develop their own ideas.
- To know properties and structural potential of copper, brass and silver

**Course Outcomes:**

- Each technique showed in the class should have a real object practice. 40% of grade
- Familiarization with the practice of working with Jewelry instruments and techniques in a safe and efficient way, developing a healthy, safety, productively working habit. 5% of grade
- Knowledge about other's ideas during the discussion about the work; Highly participation of class discussions. 15% of grade
- An understand how to develop a set of work from a point which attract you, which shows in the progress of 3 final work. 40% of grade

**Method of Instruction:**

- Demonstrations of jewelry making technology at the beginning of class in several beginning weeks.
- Ask students to do lots of practice during the class and after the class.
- Use slide to show some jewelries made by other artists.
- Meet students one by one in the second half of the semester to discuss about the final work.
- Discuss in group about their works and assessment in the midterm and final term.
- Additional demonstrations will be conducted to meet individual student needs

### **Assessments**

Grades will be based on your overall performance, which includes your motivation, initiative, the amount and quality of your work during the term. Students are required to arrive at class on time and prepared with your materials to work in the technique classes. Demonstrations will take place at the beginning of class time after group critique. During the group critique, you need to show the practice of last week.

In the second part of individually meeting, weekly progress of your work will be considered as your performance. In midterm and final, you will have departmental reviews. These are evaluation for the progression of your work throughout the term. Equal to the review of your work at these junctures, is the evaluation of your critical thinking development and analytical voice.

A (4.00 - 3.70)

One who meets all course requirements and performs at a level far above average. This grade may be earned only through great effort combined with outstanding performance in relation to the grading criteria.

B (3.30 - 2.70)

One who meets course requirements and whose performance is average in most criteria. This grade may be earned through considerable effort combined with visible ability.

C (2.30 - 1.70)

One who meets all course requirements and performs adequately. This is the standard of competence and maybe earned only through effort.

D (1.30 – 1.00)

One who does not complete course requirements, lacks overall development, and does not engage in the course in a productive manner. Demonstrates minimal amount of effort.

F (0.00 = Failure)

One who obtains minimal or no results to given assignments, demonstrates little to no comprehension of requirements, commitment to work, and engagement in course.

### **Critique**

In the technique learning period, students are arranged to discuss and critique about their assignments together at the beginning of classes for around 30mins. It will help students

familiar with their classmates, and good works from other students can also encourage them to do their work better.

There will be a group critiques about the final pieces in the last class. The final critique will take a whole class. Each person has 10min to introduce about their work, and 15min to answer questions from other students. A good work should have a clear connection with it's concepts, so group critique could help students know which part of their work confuse the viewers. Questions from other people can make students to do better in the next time.

## Course Calendar:

### Week 1:

Aim of this class:

First meet. Introduction to course structure & syllabi.

Prepare materials and tools for the classes in this semester.

Learn how to cut metal to an ideally shape, which could help you save a lot of time in the future work and make your works look more delicate.

Demo:

- Introduce about common jewelry tools
- Show how to use jewelry saw to cut metal and use file to make metal smoothly

### Assignment:

Use jewelry saw to cut a square (3cm \* 3cm), a triangle (3cm \* 3cm \* 3cm), a circle (3cm). The patterns should be really standard and the edge should be smoothly.

Saw a pattern you interested in on the cooper sheet

### Week 2:

Aim of this class:

Learn ingot technique and how to melt silver. You can recycle the precious material in this way, which is economic and environment-friend.

Know how to use rolling machine to extend the metal.

Learn how to solder metal together by most simple form.

Use sand paper and polish bur to polish metal to mirror effect.

Demo:

- Melt silver and make a silver bar
- Roll silver bar to sheet.
- Make a plain silver ring

- Polish metal

Assignment:

Make a silver ring from silver grain and polish it.

Week 3:

Aim of this class:

Learn how to solder metal in a thin line

How to score on the metal to fold it to 90 degrees, which is useful in making metal box.

Demo:

- File score on the metal to help metal fold to a sharp degree.
- Make a silver box

Assignment:

Finish the work in the class

Find 20 pictures which interest you as your final work data

Week 4:

Aim of this class:

Learn how to solder a pin,

Master about solder technique

Demo:

- Pull a thicker stick to a thinner stick
- “Cooper comb”- solder 9 cooper sticks(0.8mm) on 3cm\*3cm cooper sheet

Assignment:

Finish the work in the class |

Make 5 models of jewelry based on your research

Week 5:

Aim of this class:

Chain is an important form of connection. This class will introduce several molds of making chains.

Demo:

- Method of making a bunch of metal hoops.
- Link a metal chain

Assignment:

Make 7 new models about final work

Week 6:

MIDTERM REVIEW (CHANGE ANOTHER WORK METHOD)

Watch and discuss the previous technique samples together;

Sharing ideas about final project in a group and make a critique.

Week 7:

Aim of this class:

Make students familiar with how to develop a concept to a set of real work.

Consolidate jewelry making technique in practice

Content:

- Meet one by one to talk about the assignment models
- Student without meeting to do a pair of earring independently.

Assignment:

Continue work with your final work

Week 8: NYCJW

Aim of this class:

Enlarge eye scope by looking the work in New York exhibition. Real piece can help students understand details better.

Observe how artists display their work. How jewelry fit to the environment.

Thinking how jewelry appearance show their concept.

Content:

We will go to New York together in this day to see the New York City Jewelry Week exhibition.

Assignment:

A response with 300 words with pictures.

Aim of next two week:

Modify your work by making models and discussing during the class. At least one model should shows up in these two weeks to find problems in real project.

Week 9:

Work and meet individually

(Discuss and decide the main way about your final work)

Week 10:

Work and meet individually

(At least one piece of real object should be done)

Aim of next two week:

In next two week, we will talk less and leave more time for you to finish your work.

Week 11:

Work and meet individually

Week 12:

Work and meet individually

Week 13:

FINAL REVIEW

Final review with all classmates.

All projects and samples should be done.

## *Proposed Project: Connection Without Solder*

In jewelry making process, most time we use solder to connect two pieces of metal together. But there are also other ways to link metal by their physical properties like malleable and ductile. Connection without fire is a good way to joint different materials or fix something cannot bear high temperature like enamel. We will mainly introduce about riveting during the class, and students create their own way to connect.

### **Course Goals:**

- To make students understand and familiar with Ductility of metal
- To know how to deal with nonfireproof material.
- To create distinctive appearance of jewelry

### **Outcomes:**

- Grasp how to riveting in two ways.
- Create their own connecting way.
- Know how other artists work by this method.

### **Assignment:**

Make one piece of jewelry using riveting technique.

Make one piece in creative physical connecting way.

Find 5 pieces of jewelry made by artists connected without fire.

## *Midterm Feedback*

Instructor: Xiaoran Liu

Aim of this semester:

- To build a macroscopic concept for students about jewelry.
- To lay the foundation about making and designing in the future classes.
- To make students feel craft and respect about craft making.
- To make students concern more about the idea or the concept about the art work not just appearance.
- To gain awareness of how contemporary jewelry artists work, and the way to develop their own ideas.

*Circle a number and make a brief comment on how things could be improved.*

1.) The workload in this class is challenging but manageable.

Strongly Agree 1 2 3 4 5 Strongly disagree

2.) The skills I am learning are applicable beyond this class.

Strongly Agree 1 2 3 4 5 Strongly disagree

3.) The methods of conveying the course material are clear, compelling and varied.

Strongly Agree 1 2 3 4 5 Strongly disagree

4.) Critiques are serving the function of sharing ideas and pushing development further.

Strongly Agree 1 2 3 4 5 Strongly disagree

How do you think you are performing?

Are the demos during class are clear enough? Can you follow easily?

Can you practice the methods we used in the classes to the future works?

Do you know more about jewelry artists ?

Is that the critique useful for you?

How would you modify/change the class for the better?

## Grading Rubrics

Grades will be based on your overall performance, which includes your motivation, initiative, the amount and quality of your work during the term. Students are required to arrive at class on time and prepared with your materials to work in the technique classes. Demonstrations will take place at the beginning of class time after group critique. During the group critique, you need to show the practice of last week.

In the second part of individually meeting, weekly progress of your work will be considered as your performance. In midterm and final, you will have departmental reviews. These are evaluation for the progression of your work throughout the term. Equal to the review of your work at these junctures, is the evaluation of your critical thinking development and analytical voice.

- **Exceeds Expectations:** 100-85% of points (Grade Range: A to A+)
- **Meets Expectations:** 85-60% of points (Grade Range: A- to B)
- **Attempts to Meet Expectations:** 60-50% of points (Grade Range: B- to C-)
- **Doesn't Meet Expectations:** 25 - 0% of points (Grade Range: D+ to F)

Criteria	Excellent (A)	Competent (B-C)	Needs Work (Below D)
Technique Practice Assignment (40%)			

<p>Technical (30%)</p>	<ul style="list-style-type: none"> <li>Exceeds expectation with techniques use and retention.</li> <li>Capable of inventive and surprising uses, and adaptations</li> <li>Continually applies new methods with skill and innovation</li> <li>Clear understanding of individual project goals and sequence for execution</li> <li>Invested process and details</li> </ul>	<ul style="list-style-type: none"> <li>Show basic understanding of techniques, applies in generalized way without adaption</li> <li>Shows struggle with new methods and techniques.</li> <li>Difficulty in execution or application in work</li> </ul>	<ul style="list-style-type: none"> <li>Work does not show understanding or proficiency in use of techniques.</li> <li>Work is sloppy, poorly executed, or incomplete</li> </ul>
<p>Attitude (10%)</p>	<ul style="list-style-type: none"> <li>Practice seriously and pay much attention on it.</li> <li>strictly follow safety requests</li> <li>Spend a plenty of time to do practice after class.</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to regular assignment but not enough.</li> <li>Basically follow the right way to use jewelry tools and machines.</li> </ul>	<ul style="list-style-type: none"> <li>Operate in an incorrect way.</li> <li>Don't follow the safety requirements.</li> <li>Spend few or no time on practice.</li> </ul>
<p>Class Engagement (20%)</p>			
<p>Participation/ Engagement (15%)</p>	<ul style="list-style-type: none"> <li>Consistently engages in class/ discussion/critiques and shows respect/ responsibility to others work</li> <li>Considers concepts discussed and works to respond to dialog, able to articulate and share knowledge with others.</li> <li>Always listens attentively to presenter and to other group members</li> <li>Work is complete and well resolved as result</li> </ul>	<ul style="list-style-type: none"> <li>Generally engages in discussion of personal work and able to articulate own work.</li> <li>Infrequent participant in peer review, and shows some willingness to share knowledge and offer ideas.</li> <li>Shows some engagement in listening</li> <li>Work often suffers from push to meet deadline.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely engages in class/ discussion/critiques and shows respect/ responsibility to others work</li> <li>Application or concern for feedback lacks attention.</li> <li>Rarely listens to presenter and to other group members</li> </ul>

Attendance (5%)	<ul style="list-style-type: none"> <li>No absence to class.</li> <li>Never late for a class even after a break. (3 lateness equal 1 absence)</li> </ul>	<ul style="list-style-type: none"> <li>At most 1 unexcused absences</li> <li>At most 2 lateness (3 lateness equal 1 absence)</li> </ul>	<ul style="list-style-type: none"> <li>Excels 1 unexcused absences</li> <li>Excels 2 lateness (3 lateness equal 1 absence)</li> </ul>
Final Project (40%)			
Work Quality (20%)	<ul style="list-style-type: none"> <li>Final work looks delicate, with perfect processed appearance.</li> <li>Reflects thoughtful personal ideas and perspectives from work appearance.</li> <li>The concept can totally be revealed by what it looks like.</li> <li>Composition, color, line, structure, text and style all contribute to the image</li> <li>Work commands immediate visual interest</li> </ul>	<ul style="list-style-type: none"> <li>Final work looks processed intentionally, but not perfect.</li> <li>Reflects basic personal ideas and perspective towards work appearance</li> <li>Composition, color, line, structure, text and style are good- fair; could be more advanced</li> </ul>	<ul style="list-style-type: none"> <li>Shows poor appearance without process or do not finish yet. Work seems uninspired and visually uninteresting</li> <li>Reflects no personal ideas or cannot see connection between works and ideas</li> <li>Composition, color, line, text and style show randomness and lack of consideration</li> </ul>
Conceptual (20%)	<ul style="list-style-type: none"> <li>Have thoughtful ideas based on large amount of research.</li> <li>Shows thorough research towards building and executing ideas/concepts</li> <li>Understands deeper context of one's own and investigates and uses scholarship for new ideas and supporting materials. Readily discusses and questions own imagery's value.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some research skills in creating jewelry work and ideas carried by techniques, but these are loosely stated and not clarified in exceptional ways visually or in critiques</li> </ul>	<ul style="list-style-type: none"> <li>Isolates work primarily in technical qualities without consideration for concepts and contexts of meaning. Has less searching interests or questions regarding choices of meaning.</li> </ul>

