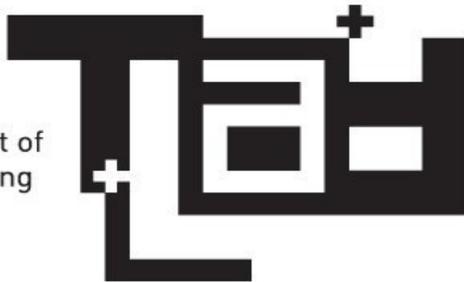


**risd** Department of  
Teaching + Learning  
in Art + Design



**TLAD-055G**

**COLLEGIATE STUDIO: DISCIPLINE-CENTERED LEARNING  
SPRING 2019**

**Pre-Requisite TLAD-044G Collegiate Teaching: Preparation & Reflection**

**Faculty: Nancy Friese**

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**Department of Teaching + Learning in Art + Design**

**TLAD Collaborative Learning Space**

**345 South Main Street**

**Friese – TLAD-055G**

## **COURSE DESCRIPTION**

Using RISD as a site for the exploration of strategies for studio-based teaching and learning is the goal of this course. The class will draw upon the varying expertise and pedagogical practices of RISD faculty and guests from various disciplines to provide graduate students with examples of teaching that can inform their development as future faculty. It is designed for students who are interested in models of practice in an array of academic environments. The course examines teaching methodologies in graduate students' respected fields through case studies, faculty interviews, curriculum comparisons and article reviews.

Learning to teach in a generative and attentive manner can bring teaching closer to one's studio practice. By enriching a partial teaching portfolio with an academic CV, and an artist/designer statement with images, a full professional and teaching portfolio will be completed. This course is offered as the second required sequenced course in the Certificate in Collegiate Teaching in Art + Design and is only offered to those graduates who are not teaching or co-teaching during Wintersession.

## **COURSE OVERVIEW**

The syllabus acts as a moving guide to the semester's flow. It is an unsigned contract for the progression of reflections. There may be substitutions or changes as this particular class goes forward. Creating a professional document prompted by rhetorical questions is the course's key learning outcome.

The course is a combination of working discussions, follow-up workshops, guest faculty and instructors, review classes. Reviews include peer reviews, small group reviews, individual reviews and group reviews. The final 3 weeks are for synthesis, refinement, resolution and culmination of your documents.

I will review any document as you send it to me via email but need 1-2 weeks to complete a review with comments. Please notify me if you will be late or ill for class. I will take attendance only once in each class. I can give you a current tentative grade for your work at any point. Formative assessments are given throughout the course, in and out of class.

*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**

## GOALS & OUTCOMES of OVERALL COURSE

**Goals:** These include the broader **aims** for the course participants. They indicate the enduring value of the course and its value in context of the academic community and future teaching. These are future oriented and can be action verbs to show what **will** happen over the course time.

**To explore** of strategies for studio-based teaching and learning within your own discipline and from the wider viewpoint of Scholarship of Teaching and Learning (SoTL) globally.

**To expose** graduate students to current teaching practices at the collegiate level to use and transform their own future teaching methodology and to value and prepare for inclusive teaching and learning. Mock interviews may also be incorporated if time permits.

**To learn a means to share** ideas about teaching and learning first with your peers and faculty and then with future students through guest lectures and guest faculty.

**To gather, examine and transpose** information about one's own discipline's teaching conventions and innovations in the service of learning through article reviews, case studies, comparing curricula and faculty interviews.

**To synthesize** various components of a teaching portfolio by moving the partial portfolio already completed into a full professional portfolio including a cover letter, an academic cv, a designer or artist statement and one's own images and inventory. This combined with a philosophy, course proposals, syllabus, class project, feedback form, and assessment framework is the complete professional portfolio. The format is similar for future contract renewal and tenure appointment dossiers.

**Outcomes:** Outcomes refer to what the participant will come away with at the end of this seminar. These are the nouns at the course ending. Since these are the assured outcomes, they can be assessed. The percentage of the final grade follows an outcome and refers back to the overall grading framework.

**General knowledge and understanding** about collegiate teaching resources nationally, and in one's field in portfolios, the case study/interview/article review and discipline report. 40%

Generative production of a thoughtful **full teaching portfolio** growth in critical thinking regarding the stages of learning. (if new to the certificate program, a partial portfolio will be required) 40%

Constructive, reflective and proactive group **contributions** to classroom discussions, working groups. 20%



**CRITERIA FOR GRADING** (*incorporated into percentile divisions.*)

**A**

- **Exceptional and innovative thoughts and contributions in oral and written assignments**
  - **Able to transpose broader thoughts about teaching into one's own discipline in a deeply reflective manner.**
  - **Refined and resolved teaching documents.**
  - **Research into best practices in one's field shows insight.**
  - **Thoughtful interview or case study.**
  - **Consistent growth throughout program.**
  - **Engaged participation, equitable, and reflective.**
  - **Asks clarifying and constructive questions.**
- 

**B**

- **Solid, in-depth work in all areas.**
  - **Integrates knowledge to own discipline well.**
  - **Extends information into discussion, documents & homework.**
  - **Evidence of growth throughout program.**
  - **Is able to question readily to advance learning.**
- 

**C**

- **Completing the minimum in all areas**
  - **Completing a satisfactory teaching packet with minimal introspection indicated**
  - **Some growth indicated in papers, assignments, discussions**
  - **Minimal input in discussions or critique formats**
  - **Does not integrate, transpose, or embrace wider ideas for one's discipline.**
- 

**D**

- **Late, incomplete, poorly done written and oral assignments**
  - **Minimal involvement and little growth exhibited**
  - **No participation in discussions**
  - **Is not collegial in classroom and does not participate in constructive group dynamics.**
- 

The RISD community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. A culture of respect that honors the rights, safety, dignity, and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

Each class assignment has a hard copy assignment sheet with selected corollary articles and supporting materials given in hard copy form in the classroom. A list of articles and readings are at the end of the weekly schedule and are posted on the class blogsite. Selections from these will be used weekly as the course progresses and updated as needed. Beneath the articles on the class blogsite are links to global university teaching centers that will also carry similar resources

## COURSE SCHEDULE

Collegiate Studio Seminar Spring 2019

2/14 Week One: *Roundtable*

Assignment: \*Teaching + Inclusivity Statements (new)

Assignment: Cover Letter and Academic CV (ongoing)

2/21 Week Two: *Group and Small Group Reviews*

Short Introductions to your work, experience, teaching philosophy.

Due: \*Teaching and inclusivity statements.

Assignment: \*Course Description (new)

Due: Cover Letter and Academic CV

Assignment: Article (ongoing)

2/28 Week Three: *Individual Reviews*

*Nancy's Office Room 224*

Due: \*Revised Teaching Philosophy + Inclusivity Statement, Course Descriptions (new)

Assignment: \*First Draft of Syllabus (new)

Due: Academic CV and Academic Cover Letter and Article Selection (ongoing)

Assignment: Faculty Interview (ongoing)

3/7 Week Four: *Roundtable and Continuing Education Guest*

Article Roundtable (ongoing)

Assignment: Artist/Designer Statement (ongoing)

3/14 Week Five: *Faculty Guests Conversations and Small Group Reviews*

Due: \*Syllabus, Course Description, Goals of Course, Learning Outcomes + % of Grade, Categories, Methods and Learning Outcomes per week.

Assignment: \*Class Project (new)

Due: Artist/Designer Statement Review (ongoing)

3/21 Week Six: *Graduate Guests Conversations*

Due: \*Class Project (new)

Ongoing continue faculty interview work

3/28 Week Seven: *Spring Break No Class*

Monday April 1, Metcalf Auditorium RISD Alumni Pedagogy 6:30 to 7:45 pm

4/4 Week Eight: *Mid-term*

Due: Faculty Interview Roundtable (ongoing)

Assignment: Feedback Form and Assessment Rubric (new)

4/11 Week Nine: *Small Group Reviews*

Due: \*Feedback Form and Assessment (new)

Assignment: Curriculum Study or Case Study (ongoing)

Wednesday April 17 Metcalf Auditorium Lecture 6:30 to 7:45 RISD Alumni Pedagogy

4/18 Week Ten: *Individual Meetings Room*

4/25 Week Eleven: *Roundtable and Small Groups*

Due: Curriculum Study or Case Study (ongoing)

Mock job interviews

5/2 Week Twelve: *Individual Meetings Room 224*

5/9 Week Thirteen: *PDF Presentations*

Due: \*Partial and Full Portfolio Presentations (new and ongoing)

5/24 Week Fourteen: *Final Last Name\_2019*

Due: \*Partial Portfolio (new)

Due: Full Portfolio, Article Review, Faculty Interview, and Curriculum or Case Study (ongoing)

### Sample Discipline Resources

**Association of Collegiate Schools of Architecture (ACSA)**

[www.acsa-arch.org/](http://www.acsa-arch.org/)

**College Art Association (CAA)**

[www.collegeart.org](http://www.collegeart.org)

**Society of Photographic Education (SPE)**

<https://www.spenational.org>

**NCECA National Council on Education For Ceramic Arts (NCECA)**

<https://nceca.net>

**Southern Graphics Council International (SGCI)**

<https://sgcinternational.org>

**Council of Educators of Landscape Architecture (CELA)**

<http://thecela.org>

**Professional and Organizational Development**

<http://www.podnetwork.org/>

**International Society of Scholarship of Teaching and Learning**  
<https://www.issotl.com>

**Go to: collegiateteachinginartanddesign  
Seminars/Collegiate Studio/end of weekly plan.**

[cv-standards-and-guidelines-college-art-association](#)

[cover-letter-advice](#)

[Harvard University CV's and Cover Letters Guide](#)

[Teaching Philosophy Assignment](#)

[Teaching Philosophy Readings and Guide](#)

[UCSD Guide To Diversity Statement](#)

[Sara Beck's Developing and Writing a Diversity Statement](#)

[Collegiate Studio Article Review Assignment](#)

[Best Practices-Course Descriptions](#)

[syllabus-worksheet-assignment](#)

[syllabus-criteria-100-point-guide](#)

[critique-formats](#)

[class-project-assignment](#)

[feedback-form-assignment](#)

[artist\\_statement\\_RISD Arts and Language Center](#)

[Writing an Artist Statement UC Denver](#)

[What is a Designer Statement Survey](#)

[Research Statement Template](#)

[\*\*https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/\*\*](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)

[\*\*https://ctl.yale.edu/Formative-Summative-Assessments\*\*](https://ctl.yale.edu/Formative-Summative-Assessments)

[\*http://comm.lab.asu.edu/persuasive-power-the-importance-of-ethos-pathos-and-logos/#.WLgXnxg-LLE\*](http://comm.lab.asu.edu/persuasive-power-the-importance-of-ethos-pathos-and-logos/#.WLgXnxg-LLE)

[Constructing a Syllabus](#)

[Persuasive Communication](#)

[Learning Centered Syllabus 2016 Article](#)

[sotl-in-higher-education-marian-mccarthy](#)

[planning-your-course-decisions-guide-cornell-university-center-for-teaching-excellence](#)

[creating-a-syllabus-fsu-guide](#)

[backward-design-wiggins-mctighe](#)

[guide-to-critical-and-integrative-thinking](#)

[Revised Bloom's Handout](#)

[student-centered-perspective-in-pedagogy-in-art-design-education-orr-yorke-and-blair](#)

[the-getting-of-wisdom](#) What Critically Reflective Teaching is and Why it's Important. Stephen Brookfield

[critiquing-student-projects-wash-univ](#)

[blooms-taxonomy-stages-in-learning](#)

[questions-for-a-syllabus-bok-center](#)

[should-syllabi-convey-expectations-regarding-appropriate-classroom-behaviors](#)

[disruptive-learning](#)

[conditions-when-assessment-supports-student-learning](#)

Flipping the Classroom, Howard University Podcast Center for Teaching and Learning  
[http://www.cetla.howard.edu/teaching\\_strategies/flipping\\_the\\_classroom.html](http://www.cetla.howard.edu/teaching_strategies/flipping_the_classroom.html)

[resume\\_booklet\\_resources](#)

[Teaching to Variation](#)

[University of Illinois Center for Innovation in Teaching and Learning Strategies for Questions Promoting Critical Thinking](#)

[Qualities of Effective Faculty](#)

[should-syllabi-convey-expectations-regarding-appropriate-classroom-behaviors](#)

[student-centered-perspective-in-pedagogy-in-art-design-education-orr-yorke-and-blair](#)

[How to Teach a Good First Day of Class - The Chronicle of Higher Education](#)

[How we learn Stanford.edu](#)

[Fostering creativity in the design studio Hargrove](#)

[DiscoveringHiddenTransformations](#)

[cowdroy\\_assessing\\_creative\\_ability](#)

[Conditions Under Which Assessment Supports Students' Learning](#)

[Discussion as a Way of Teaching INC-Learning Circles](#)

[Scaffolding A Promising Approach to Fostering Critical Thinking](#)

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