

TEACHING PORTFOLIO

2019 FALL

YUXIN LONG

Table of Contents

2	TEACHING PHILOSOPHY
4	INCLUSIVE STATEMENT
5	COURSE DESCRIPTIONS
8	SYLLABUS
19	MIDTERM FEEDBACK EVALUATION FORM
21	ASSESSMENT RUBRICS

Teaching Philosophy

As a teacher, my goal is to evoke every students' interests in the field of contemporary jewelry. I hope I can create a classroom with relaxing and effervescent atmosphere, that allows students to become passionate about this study.

Through my experience as a student. Most of my family members are teachers, so I have a strong understanding of how much a good teacher can bring to our society and others. After the students getting better and become someone contributive to the world, teachers will also feel satisfied. And I also hope I can be a teacher to show others the charm of jewelry. I used to know nothing about jewelry and metalsmithing, and I am not good at crafts, It was my undergraduate professor gave me a lot of encouragement, and now I am able to come to this step. Therefore, I also want to be the person who show students where is the right track and to bring confidence to them.

As a teacher, for students without any experience of jewelry, I would like to start with basic techniques and introduction of jewelry history. I started to learn metalsmithing from my undergraduate, so I have several years' experience which allows me to teach students with different techniques. The first thing I want to do is to show students the safety notice of studio. And then I plan to start with cold work like sawing and cutting, then try to use fire. As for theory, I will introduce jewelry's history to my students, and then maybe about contemporary jewelry. After my class, students should know some techniques of making a piece of jewelry, and what is jewelry.

In my class, after telling students those knowledges, I would like to let them to share comments and feelings. Because my plan is not a seminar, so most of the time would be used to learn and to practice. But if I have chance, I would like to take them out of the studio and

visit some other places where have collections of contemporary jewelry or metal arts, like RISD museum, artist studios and galleries.

In my opinion, jewelry is not a very big part in contemporary art, but it is also very important and necessary. In China, there are even less people understand contemporary jewelry than here. But a glad thing is that more and more people have noticed the power of contemporary jewelry, and there are more schools offer jewelry courses now. I hope one day I can have the chance to go back and make more students to have interests in this field.

Inclusive Statement

I believe that today a good school have to be open and inclusive to people from different backgrounds. It is very easy to understand that we are living in an international society, and it is a positive thing for all of us to communicate with different culture's people. United States have a highly diverse society. For higher education school, people come here for high level study, and all the students already have knowledge and their own thoughts. If there are some cultural issues happen, it may cause big problem, so I think this is why an inclusive statement is so important for a teacher.

If I were a teacher now, I will read all my students' information and try to learn their background before the first class, and let them to introduce something about themselves, including hometown and preferences, in order to understand everyone. But this is just a beginning. As a teacher, I guarantee that I will keep paying attention to this during my class. Because I will teach in contemporary art field, and it is inevitable to discuss culture in class. Although I believe it is valuable for all of us to hear the voice from different countries, but therefore here are some potential issues here, and I would like to prepare to solve it if some problems happen.

Another thing about inclusive and diversity is students in disadvantage, like disability. As teacher, my duty is to make them feel comfortable in my class, but not very different than the others.

I am an international student in US now, and I just finished my first year's study. Graduate school is very busy and I have to solve all the problems that I have never met in my country. So, I think I can really understand how other international students feel here. What I would like to do is to recommend them all the good resources which can help international students. But during my class I won't make any student feels like they are the special one for me. A good teacher should show equal to students.

Course Descriptions

Intro to Metalsmithing

Undergraduate/ Graduate

3 Credits

Elective (no pre-requisites)

Instructor: Yuxin Long

Class capacity: 15

Human has been using metal as jewelry material for more than one thousand years, today precious metal is one of the most familiar jewelry materials to us. Students will learn the history and culture of metal and jewelry, and systematically learn metal fabrication methods like cutting, forming, folding, soldering and finishing. In this course, students are required to think about how to use those crafts in a contemporary way, and present a set of final pieces at the end of the course which present their own interests.

Instruction focuses on leading students to build their own perspective and critical thinking, and answer questions about the difference between contemporary jewelry and other art forms. Course content includes visiting museum, instructions, metal fabricating practice and group discussion.

Non-Major elective.

Estimated material costs: \$100.00.

Graduate Jewelry Seminar

Graduate

3 Credits

Required

Instructor: Yuxin Long

Class capacity: 10

This is an advanced level jewelry seminar. Artistic practice and written expression will never be isolated from each other, the main purpose of is to build a high-level researching and critical thinking ability of students, in-class discussion is a big part of it. The course content will include readings in and out of class, in-class discussion, written assignments and others. The topics will not be limited in jewelry field, but can from all the field that we think might contribute to students' practice and enlarge their view. Students' will learn the importance of theory study and how to use those knowledges in their own works. This seminar will also interact with studio course.

Major requirement.

Jewelry Repair | Jewelry as Memory and Souvenir

Undergraduate/ Graduate

3 Credits

Elective (no pre-requisites)

Instructor: Yuxin Long

Class capacity: 15

Do you wear jewelry a lot? Do you want to give your old jewelry a second life? Jewelry is a kind of object that carries our culture, history, life and memories, as time goes by, it is inevitable to get darker, or damaged. In this course, students will learn the culture and history of jewelry, and how to fix an old jewelry piece with both traditional metal crafts and mixed media.

Course content includes lecture, group discussion and practicing, students will be challenging their understanding to jewelry and rethinking their relationship with them, how does these objects live along with us.

Open to all majors.

Estimated material costs: \$50.00.

Syllabus

REPAIRING: Jewelry as Memory and Souvenir

Jewelry + Metalsmithing Department

Rhode Island School of Design

Instructor: Yuxin Long

Spring 2020

3 Credits

Course description

Jewelry has special meaning in almost all the culture, a piece of jewelry can also bring a lot of memory from the owner. This course is designed to cultivate students' understanding of jewelry culture and the ability of using different techniques to work with jewelry. In this course, we will investigate how jewelry as objects with specific meaning influence our daily life, and to create a conversation between our body, life, and the people surrounding us.

Course goals:

To enable students to:

- Understand the format of jewelry
- Develop the ability of critical thinking and oral ability
- Learn the techniques of jewelry making
- Have a better understanding about jewelry's format, meaning and history
- Think about the relationship between people and jewelry critically
- Work with others and exchange ideas from peers

Course outcomes:

- Knowledge about working with Jewelry instruments and techniques in a safe and efficient way, developing a healthy, safe, productive working habit. (5%)
- Knowledge about other's ideas during discussions; Highly participation of class discussions. (15%)
- 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%)
- Show practices, efforts and passions an effective understanding of using techniques that demonstrated in class on your works. (40%)

Method of instruction

This course consists of readings, group discussions, activities presentations and making practice.

Course requirements

In-class practice

Students are expected to follow the instructor to do technique exercise during class time, and to attend group discussion, students are expected to make contribution in the discussion.

Assigned readings

There would be several reading assignments which can help students to understand the content of jewelry. Students should read them and think about these topics for next course's discussion.

Out of class activities

- Visiting RISD museum

- Field trip to New York City

Grading policy

Students are required to make enough effort to this course, and present a successful piece of jewelry in final critic. It doesn't need to have high quality technique, but needs to be really represent students' critical thinking from this course.

- **A (4.00 - 3.70)** Student who meets all course requirements and shows outstanding works and efforts during the semester, which including extensive investigation and class participation. This grade may be earned only through great effort combined with outstanding performance in relation to the grading criteria.
- **B (3.30 - 2.70)** Student who meets all course requirements and shows average works and efforts during the semester. This grade may be earned through considerable effort combined with visible ability.
- **C (2.30 - 1.70)** Student who meets all course requirements and shows adequate works. This is the standard of competence and maybe earned only through effort.
- **D (1.30 - 1.00)** Student who does not meet all course requirements, demonstrates minimal overall efforts and does not engaged in class.

Critique statement

Students are required to attend every class including working day. During the first technique learning period, students will show all their practice of new technique and discuss about them at the beginning of every week's class. The midterm review will be a periodic summary about your efforts from the first half of this semester. Everyone needs to talk about their work and plan for the next steps. There will be a final critique in the last week. In this critique students are required to present all the works which reflect your work and your concept in this class. Every student has 5 minutes to introduce the work and 15 minutes to answer questions. Group critique will encourage students to communicate with peers and to improve their works better.

Weekly Schedule

Week 1

Goal of this class:

- To learn the aim of this semester
- To learn about the basic knowledge of jewelry and jewelry tools

Discussion:

- Introduction of course goals/outcomes, syllabus, requirements and schedule
- Topic: What does jewelry means for you or people around you?

Demonstration:

- Introduction of safety policy in this studio
- Introduction of facilities and tools for jewelry making
- Demo of cutting metal: sheet, wire and tube (Material: copper)

Assignment:

1. Reading: Introduction of jewelry (From book: Contemporary jewelry in perspective)
2. Prepare all the required tools that you don't have
3. Cutting: choose a pattern by yourself and cut it from a 18GA copper sheet, cut 3 pieces of wire and 3 pieces of tube with the size of 1cm, 3cm, 10cm.

Week 2

Goal of this class:

To learn some cold working techniques of work with metal, including processing and finishing.

Discussion/ Review:

- Review assignment: cutting
- Discussion about the reading from last week: how do you understand jewelry
- Discussion: a story about jewelry from yourself or your family

Demonstration:

- Using jewelry files to make a smooth and clear edge of metal
- Using hammer to flatten a piece of metal
- Using sand paper to finish the metal surface with a clean and high quality

Assignment:

1. In-class assignment: To choose a pattern and use different methods including cutting and filing to make 2 pieces of cooper, make it very flat and clean the surface with sand paper.
2. Chose 3 different patterns and use different kinds of finishing quality for them. (Material: cooper sheet)
3. Reading: handout of different metal finishing types.

Week3

Goal of this class:

- To learn how to use fire when making jewelry with metal and when we need to do them

Discussion/ Review:

- Review assignment: 3 pieces of cutting and finishing

Demonstration:

- Annealing metal, melting silver
- Forging a ring with metal bar

Assignment:

1. In-class assignment: melt silver beads and make a silver bar, then forming it to become a ring.
2. Finish the silver ring.
3. 5 sketches of ring that you want to make

Week4

Goal of this class:

- To learn how to solder metal
- To prepare to make a ring by the techniques you have learned so far

Discussion/ Review:

- Group discussion about the 5 sketches you have

Demonstration:

- Soldering

Assignment:

1. In-class assignment: practice to solder different kinds of metal (sheet/ wire) and clean them.
2. In-class assignment: solder 6 cooper sticks (16GA) on a cooper sheet (10cm*10cm) and clean the solder line.
3. To research about jewelry that interest you.

4. To choose 2 sketches after research and improve them by making paper models.

Week5

Goal of this class:

- To learn how to make a piece of jewelry from your own design
- To talk about the requirement of midterm review

Discussion/ Review:

- Student and instructor 1 on 1 meeting about the 2 ring models

Assignment:

1. In-class assignment: to improve 1 of your ring designs after 1 on 1 meeting by making the final version of the model.
2. To make 1 ring from your design which including soldering, cutting techniques and well finished (Material: silver or cooper).
3. To make a plan for midterm: 2 finished pieces of jewelry you have made before week 7.

Week6

Goal of this class:

- To learn how to make pin back for brooch
- To understand how the brooch works as an important format of jewelry

Discussion/ Review:

- Group review of the ring assignment
- Lecture: The history of brooch and different styles of pin back

Demonstration:

- Single pin, double pin
- Scoring and bending metal

Assignment:

1. To make a finished brooch, and 3 practice piece of different pin backs.
2. Reading: To the point.
3. To prepare a short presentation about your works from this semester and research about the jewelry that you want to make.

Week7

Midterm review:

- Group review about all the samples and finished works from this semester and talk about them
- 5-8 minutes presentation for each person to show the research about your interests

Assignment:

1. To find some objects which you think they are special.

Week8

Goal of this class:

- To develop a concept for a series of work
- To learn jewelry resources from RISD museum
- To have a clearer understanding about the goal of the second half of semester

Discussion/ Review:

- Student and instructor 1 on 1 meeting about the objects you found

Assignment:

1. To visit RISD museum to see jewelry collection.
2. To make 3 sketches or models about how you will make a piece of jewelry with the found objects.

Week9

Goal of this class:

- To learn how to make different kind of chains
- To understand how the chains become important format of jewelry
- To learn how to rivet

Discussion/ Review:

- Lecture: The role of jewelry in human history
- Group discussion about how do you think about the jewelry that interests you in RISD museum
- Student and instructor 1 on 1 meeting: to review the sketch/ model assignment

Assignment:

1. To make a piece of jewelry with found object and write a 200 words statement for it (It can be any format you have learned so far.
2. To prepare a broken or old piece of jewelry.

Week10

Goal of this week:

- To understand the meaning of jewelry by making a second life for an old piece of jewelry

Assignment:

1. To make a brooch with your old jewelry with your metalsmithing technique (Attention: the “new piece” should still have some parts of the original shape from the old part, and you need to find a way to renew the concept by remaking/ repairing it).
2. To write 3 ideas about your final project and to prepare to talk about it.

Week11

Field trip: New York City Jewelry Week 2019

Goal of this class:

- To have a wider view about jewelry, especially contemporary jewelry

Assignment:

1. To take 5 photos of jewelry that you have seen in NYC.
2. To write a 150 words response about your experience in NYC.
3. Start working with your final project.

Week12

Work day and individual meetings (if needed)

Assignment:

Please keep working with your final practice.

Week13

Final critique

Group critique of your final project.

Requirement:

1. To make one necklace for your final critique with your concept we discussed.
2. Please present all the finished works from this semester.
3. All the works you present should be well finished.
4. Everyone should make at least one comment for your peers during critique.

Proposed Class Project | Jewelry With Found Objects

Instructor: Yuxin Long

Most of the time when people talking about jewelry, they will think about precious metal and gemstones. However, today jewelry has arrived at a wider area of materials, and those materials are telling stories for the maker. Found objects come with unique experience and story, for example, an old toy from street can reflect people's life, children's culture or more; a pen with special family memory also tells unique story. By making them jewelry, students also need to think about how an object works as jewelry because it is a misunderstanding that we can simply put anything on our body and call them jewelry. In this project, we will introduce examples from jewelry artists who use found objects, and we will do assignments for this project.

Project goals

1. To learn the wider possibility of making jewelry.
2. To have a deeper understanding of the function of jewelry.
3. To have a deeper understanding of the wearability of jewelry.

Project outcomes

1. An ability to make jewelry without traditional precious material. (30%)
2. An ability to create a piece of jewelry with your own story. (55%)
3. An integration of understanding how other artists using found objects to create narrative jewelry. (15%)

Methods

1. By looking at artist examples showed in class.
2. By learning basic processing techniques without fire, such as riveting, knotting or folding.
3. By doing a reading assignment about relative techniques and theory.

Assignments

1. Looking for five artists who use found objects to make jewelry that you think helpful in your practice.
2. Making one piece of jewelry with materials that have your own or your family's experience.
3. Making one piece of jewelry with materials that you find from other places.

Midterm Feedback Evaluation Form

Instructor: Yuxin Long

The goal of this midterm evaluation is to help the instructor to improve this course in the second half of this semester, and to provide a higher quality help to students. This evaluation can also help you to find your current situation in this course.

Goal of this course:

- Understand the format of jewelry
- Develop the ability of critical thinking and oral ability
- Learn the techniques of jewelry making
- Have a better understanding about jewelry's format, meaning and history
- Think about the relationship between people and jewelry critically
- To give their old jewelry pieces a new life with the technique that they chose
- Work with others and exchange ideas from peers

Please circle a number that best reflects your opinions.

1. The schedule and content of this course is reasonable

Strongly agree 5 4 3 2 1 Strongly disagree

2. The assignments from this course is challenging but helpful

Strongly agree 5 4 3 2 1 Strongly disagree

3. The goal of this course is clear

Strongly agree 5 4 3 2 1 Strongly disagree

4. The instructor is responsible to student's questions and development

Strongly agree 5 4 3 2 1 Strongly disagree

5. The facilities are well prepared for every class

Strongly agree 5 4 3 2 1 Strongly disagree

6. The instructor's teaching of the course content is clear, compelling and engaging

Strongly agree 5 4 3 2 1 Strongly disagree

7. What I learn from this course contributes to my future practice

Strongly agree 5 4 3 2 1 Strongly disagree

Please make a brief comment on your opinions and suggestions.

8. Please evaluate your participation and efforts in this course

9. Do you think the instructor provide enough space for communication and participation?

10. Do you think the instructors feedback help you to think more critically?

11. What would you like to be improved to make this course better?

Assessment rubrics

Criteria	Excellent (A)	Competent (B)	Needs more effort (C - D)
CLASS PARTICIPATION (20%)			
Participation / Engagement	<ul style="list-style-type: none"> • Consistently engages in class • Make contribution in every discussion, critique and review • Considers concepts discussed and works to respond to dialog, able to articulate and share knowledge with others • Ability of build off other comments and push conversation further 	<ul style="list-style-type: none"> • Infrequently engages in discussion and generally understanding of conversations • Able to show some engagement of listening and understanding • Infrequently attend conversation in review and discussion 	<ul style="list-style-type: none"> • Rarely engage in conversation, critique and review • Application or concern for feedback • Lack of attention • Never contribute to conversations
Attendance	<ul style="list-style-type: none"> • No absence and late to class (3 lateness equal to 1 absence) 	<ul style="list-style-type: none"> • At most 1 unexcused absence • At most 2 unexcused lateness (3 lateness equal to 1 absence) 	<ul style="list-style-type: none"> • 1 or more unexcused absence • 3 ore more unexcused lateness (3 lateness equal to 1 absence)
WEEKLY ASSIGNMENT (35%)			
Technical	<ul style="list-style-type: none"> • Exceeds expectations of learning and using techniques • Ability of applying new methods with skill • Ability of inventive and adaptions 	<ul style="list-style-type: none"> • Show enough understanding of using techniques, work with generalized method • Some difficulties in application in work • Needs some time to adapt new knowledge 	<ul style="list-style-type: none"> • Work cannot show understanding or proficiency in use of techniques • Uncompleted work, or sloppy work

Attitude	<ul style="list-style-type: none"> • Clear understanding of individual assignment goals • Well work plan for each assignment • Complete seriously and make many efforts on it • Strictly follow safety requirements 	<ul style="list-style-type: none"> • Show basic understanding of assignment goals • Complete assignments with efforts but not enough • Follow safety requirements 	<ul style="list-style-type: none"> • Lack of participation or effort on working • Work without any goal or plan • Lack of practicing on techniques in and after class • Doesn't follow safety requirements
FINAL PROJECT (45%)			
Quality of final work	<ul style="list-style-type: none"> • Make complete work on time • Exceeds expectations of delicate work, with perfect finished appearance • Work commands audience's interest immediately • Good concept of the work • Show excellent result of researching for concept • Composition of the work supports the statement • The work is able to show the concept very well • Clearly understand the goal for final project 	<ul style="list-style-type: none"> • Make complete work on time • Quality of final work meets the basic expectations, finished but not perfect • General or basic concept • The work shows basic connection to the concept • The idea of composition could be better • Show some understanding of the goal for final project 	<ul style="list-style-type: none"> • Incomplete work • Poor quality of work, without enough or with no processing and finishing • No thoughtful concept • The work doesn't show any connection with concept • No understanding of final goal
Conversation in final critique	<ul style="list-style-type: none"> • Clear and brief statement for final work • Well prepared answers for questions, thoughtful and helpful • Contribute to others' conversation 	<ul style="list-style-type: none"> • General statement for final work • Answer questions with thinking but not convincing enough • Infrequently attend others' conversation 	<ul style="list-style-type: none"> • Poor presentation for statement • Doesn't able to answer questions about final work • No participation of others' conversation

