

Kyungah Sohn

Teaching Portfolio

2019 Fall

Table of Contents

Teaching Philosophy

3

Inclusivity Statement

5

Course Proposal

6

Proposed Course Syllabus

9

Proposed Project

16

Grading Rubric

18

Midterm Feedback Form

19

Teaching Philosophy

One of the most important things that my first painting teacher taught me was to be responsible for one's work. She used to say 'You have to finish your work whether you like what you made or not', and 'do not damage your work no matter you like what you made'. Our work is part of us. We have to respect ourselves, we have to respect our work and one way to respect our work is to take responsibility for our own work. In the same vein, as we have to respect others, we should respect others' work as well. As a result, to be responsible for their work and respectful of themselves and others will be the first and most important thing that I am going to teach.

I believe that you can grow when you balance of what is inside and outside of you.

What is inside you can be explored through questioning yourself about what you like, what you value, what you would like to challenge, what makes you feel itchy and so on. By questioning and answering those, you can find yourself unique from others, understand yourself better and decide what to focus on.

What is outside you can be explored through being exposed to things that you have not been exposed to like new unfamiliar area of fields, different values, new technologies, unfamiliar subjects and so on. Through that, you can learn information and techniques that can be beneficial to your work, question and revise your value, break through your own limitations, find what you like and expand your world.

Good community allows you to expand your world by sharing each other's world with respect. As an educator and a member of the community, I seek different ways of exchange of opinions in addition to the critique and the open studio. In the same vein, I will guide my students to be more actively participating, and at the same time to be unbiased.

I will dedicate some of my class time to do a group project and will help students reflect on conflicts and compromises they had during teamwork so that it could be a chance for them to learn more about themselves and others.

I will encourage them to ask themselves questions about what happened in the process of coordinating opinions like, "On what did you not agree with each other?", "What were the reasons behind that?", "How did you compromised eventually?", "What worked well during the compromising process?" and so on. With those questions and answers of those in mind, we will have time to discuss their teamwork and how they engaged in that process.

Also, participating in the critique is one of the most important ways to help each other's growth. Therefore, I will encourage students to participate actively in the critique and be critical of their thoughts. With that in mind, I will introduce diverse ways of group critiques so that students can find the most suitable and comfortable ways for them to give and receive opinions. At the same time, I will supervise students to maintain respect for each other and each other's work during the critique.

Inclusivity Statement

I strongly believe that the community with diversity allows us to learn about not only others but also about ourselves.

In middle school and high school, women were the majority. Also, those were culturally and ethnically very homogenized community so I have not experienced cultural and ethnic diversity but at the same time not experienced or seen anyone discriminated by their cultural and ethnic background. However, now I am taking a graduate degree in a country where I am an ethnic, racial and cultural minority. Through this experience, I know exactly what it is like to be both a majority and a minority. I know what it is like to feel included and excluded how that influences students' spirit and learning ability. Thus, I do not overlook any exclusivity.

What we have to do as majorities are to care about and support minorities. Just because we did not torment minorities does not mean we have done enough of what we have to do as majorities. We also have to approach minorities first and fight together with them so that they are not treated unfairly.

What we have to do as minorities are to keep fighting for our rights. Being minorities means that our efforts might be underestimated, we easily become a target for criminals and discriminations, we probably will not be given the same opportunity as majorities and all of such things weary us. Unfortunately, if we do not speak out against the unfairness that we are going through, no one else does that for us. So we have to keep fighting, do not be fatigued and band together.

Course Proposal

ID-1991-01

Beyond the Sketchbook __Introduction to Industrial Design

Credits: 6

Capacity: 15

Semester: Fall

Instructor: Kyungah Sohn(ksohn@risd.edu)

This course is an introduction to design tools that are necessary for designers.

What is the sketch? When do designers sketch? What's the purpose of sketching? What are the materials of the sketch?

There are several reasons why we sketch. First, visualization helps us to develop and validate our design further. Second, as we usually work in a highly collaborative environment, we need tools that help us to deliver our idea clearly with other people(peer designers, manufacturers, potential users, etc).

In this class, students will learn how to use diverse materials we use for sketching. Sketch methods range from hand drawing tools(pencil drawing, marker rendering, etc.), physical model making tools(paper model, plaster casting, etc.) to CAD(computer-aided design) tools(Adobe Illustrator, Photoshop, etc).

Also, students will go through the typical industrial design process. In the meantime, students will need to curate their own sketches, thinking critically about which material to use in different situations.

Major requirement; ID majors only. Estimated material cost: \$25

ID-2010

Knowing me, knowing you __Special Topic Studio

Credits: 3

Capacity: 15

Semester: Fall

Instructor: Kyungah Sohn(ksohn@risd.edu)

What do you like? What are you interested in? What is it that you do not like? What do you mind? Why?

We need to know how to ask ourselves and others the critical questions, and we must be persistently curious. We need to be alert to the signals that ourselves and others send out and cleverly look for the cause of those. Why?

Designing is a continuation of decision makings. We need a standard of judgment at those moments. The things in ourselves bring consistency to our design and make us discover something that any other person can find. However, sometimes we get caught up in narrow ideas and make designs that do not resonate with others nor ourselves.

Other people's values and thoughts allow us to think about things that we would not have thought of ourselves, and we might grow through those. However, sometimes they force us wrong decisions or cause inconsistency in our design.

This course will look critically at the ways to learn about ourselves, communicate effectively with others, and create a constructive design community. You will design one project that expresses yourself well, one project that expresses one other person well, and one final project. In the process, we will try various design development methods, communication methods, and critique methods and talk about which method worked most effectively for you.

Major requirement; ID majors only. Open to Juniors and above. Estimated material cost: \$100

ID-2020

Playful Inclusivity __Special Topic Studio

Credits: 3

Capacity: 15

Semester: Fall

Instructor: Kyungah Sohn(ksohn@risd.edu)

The playground is a very interesting object in a way that it is a toy and space at the same time. The main purpose of this object-space is to amuse kids, excite them and inspire them. It also serves as a crucial place for children especially in terms of their social, physical, mental and intellectual development.

Although children's right to play must be ensured, there are many children that are not quite invited to most of the playgrounds. They are disabled children. There are playgrounds that are specially designed to embrace them which is called inclusive playground, yet there are a lot more things to be explored in this area.

It's a good subject to think of how we as designers can responsible and can contribute to these social issues. I believe that there are special things that only designers can do. How our distinctive perspective can bring new insights to the world?

We will discuss the designers' social responses. In this studio, students will learn about conducting ideation, design research, structure experimentation, and presentation. A particular focus will be on design research.

Major requirement; ID majors only. Open to Juniors and above. Estimated material cost: \$150

Proposed Course Syllabus

ID-2010

Knowing me, knowing you -Special Topic Studio

Credits: 3

Capacity: 15

Semester: Fall

Instructor: Kyungah Sohn

Meeting Information: Tuesday, Thursday 8:00-13:00 Main Campus, 161 South Main Street 301

Office Hours: Appointment Only

What do you like? What are you interested in? What is it that you do not like? What do you mind? Why?

We need to know how to ask ourselves and others the critical questions, and we must be persistently curious. We need to be alert to the signals that ourselves and others send out and cleverly look for the cause of those. Why?

Designing is a continuation of decision makings. We need a standard of judgment at those moments. The things in ourselves bring consistency to our design and make us discover something that any other person can find. However, sometimes we get caught up in narrow ideas and make designs that do not resonate with others nor ourselves.

Other people's values and thoughts allow us to think about things that we would not have thought of ourselves, and we might grow through those. However, sometimes they force us wrong decisions or cause inconsistency in our design.

This course will look critically at the ways to learn about ourselves, communicate effectively with others, and create a constructive design community. You will design one project that expresses yourself well, one project that expresses one other person well, and one final project. In the process, we will try various design development methods, communication methods, and critique methods and talk about which method worked most effectively for you.

Major requirement; ID majors only. Open to Juniors and above. Estimated material cost: \$100

Course Goals:

- Learn and practice critical thinking
- Technical skills
- Collaboration
- Define constructive discussion skills

Course Learning Outcomes:

- An ability to present their ideas through visual deliverables (20%)
- An ability to communicate with other people (20%)
- Valuable participation in discussion and critique sessions (30%)
- A final portfolio of the three projects (30%)

Disability Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, as well as the Americans with Disabilities Act (ADA), RISD attempts to make its classes, programs, events and services accessible to everyone. Reasonable accommodations are made for people with disabilities or special needs who request assistance. These accommodations may include relocation of the class, program, event or service, if necessary; duplication in an accessible location; provision of a comparable substitute at a fully accessible institution; and/or interim measures authorized by federal law. If you need assistance to participate in any class, program, event or service offered at RISD, please contact Director of Disability Support & Academic Support Brittany Goodwin at bgoodwin@risd.edu or 401 709-8460.

Weekly Plan of the Course:

1st Project: Knowing me

Week 1

Introduction

Greetings and review of the class schedule and syllabus.
Introducing the first project

In-Class Work

5 Lists of the things express/represent you and pin-up.
5 Given lists to fill out and discussion in small groups.

Assignment

Bring 3-5 projects of yours that represent you the most.
Each presentation time will be limited to 5 minutes.
Draft of your future Designer's Statement.
10 Sketches of the thing that lives on your desk that can express you.

Week 2

Lecture

Diverse critique methods

Review Assignment

3 minutes of cold critique before the presentation.
Written comments after the presentation.
Share the drafts in a small group.
Pin-up 10 sketches.

Assignment

Choose 2 design directions and make 5 models of each direction.
Elaborate on your future Designer's Statement.

Week 3

Future Designer's Statement presentation by student #1, #2

Review Assignment

Individual Critique.

Lecture

How to draw diagrams.

Assignment

Choose one direction and make 10 models and draw 2-3 diagrams that explain your direction.

Week 4

Future Designer's Statement presentation by student #3, #4

Review Assignment Cold Critique in small groups.

Critique Individual Critique.

In-class Work Develop the design.

Assignment Work on the project and prepare for the presentation of your work. 3 minutes for each. Sketch model and render.

Week 5

Critique

Lecture Basic communication etiquette in collaborative settings.
How to be organized when working with peers.

Assignment Reflection of the first project.

Learning Outcomes

Students will have time to think about what they like, what their own artistic style is and share those with their peers. The main goal is to make students comfortable with and proficient in different communication methods-not only verbal but also visual-to express their thoughts.

2nd Project: Knowing you

Week 6

Future Designer's Statement presentation by student #5, #6

Lecture History and parts of the lights

In-class Work Students will be randomly given the 'client' and talk about the light design that she wants.

Talk with your 'designer' about the light design that you want.

Assignment Make 10 sketch models

Week 7

Future Designer's Statement presentation by student #7, #8

Review Assignment The 'client' is not allowed to talk during her 'designer's presentation.

Critique Meeting with both 'client' and 'designer' at the same time.

Assignment Make 5 models, take pictures of those and make a collage for each that shows the concept of the design.

Week 8

Future Designer's Statement presentation by student #9, #10

Review Assignment Pin-up

Demonstration Soldering for the light.

Critique Individual Critique.

Assignment Work on the project.

Week 9

Future Designer's Statement presentation by student #11, #12

Critique Individual Critique.

Assignment Work on the project and prepare for the presentation of your work. 3 minutes for each. Sketch model and render. Prepare at 3-5 questions about what you especially like to be commented on.

Week 10

Critique

Assignment Reflection of the second project.
Decide if you are going to keep working on 1st or 2nd project or start a completely new project.

Learning Outcomes

Students will be forced to be in circumstances where they are in different power relations need to resolve difficult situations. Their ideas will be challenged and they also will need to challenge others' thoughts. Through in-class lectures, they will learn etiquette as a designer.

Final Project:

Week 11

Future Designer's Statement presentation by student #13, #14, #15

Group Critique

Your advisory group will be assigned.

Talk about your next project.

In-class Work

Draw 5 scenes of the space that your prospective project would fit well.

Meet your advisory group and talk about the drawing.

Assignment

Writing about the scenario that your prospective product will be used.

Make 5-10 models.

Meet with your advisory group for feedback.

Week 12

Visit the RISD Museum

In-class Work

Work on your project.

Lecture

How to present presentation.

Assignment

Work on your project.

Meet with your advisory group for feedback.

Week 13

Class Evaluation and Review

Critique

Individual Critique

Assignment

Work on your Final Project.

Prepare at 3-5 questions about what you especially like to be commented on.

Week 14

Final Class

Final Critique

Guest critique

Assignment

Final Reflection of the class.

Learning Outcomes

Students should master the skills to deliver their ideas through different types of diagrams and infographics. Students will have more developed knowledge of different critique methods.

Students should achieve full potential and mastered the communication skills as a designer.

Their advisory group will help students with reflecting on themselves.

Proposed Project

Project Description

In this project, you are going to work in pairs. The process of discussing, adjusting opinion and bringing into the agreement could create a synergy effect but could also cause nothing but conflict. Sorry to say this but working as a team is inevitable for designers! So if we cannot avoid it, we have to make good use of it or defeat it.

Let's think of the good side first. One of the biggest benefits of working as a team is that you can see more clearly what your color and preference are when you encounter opinions that are different from yours.

Good communication skills could turn the chaotic argument into productive discussions. What are good communication skills then? How about delivering your idea as clear as possible, listening carefully and balancing between conceding and resisting?

You will learn diverse methods of delivering your ideas, how to reduce communication errors, how to overcome differences in the process of communication. Meanwhile, you will have chances to reflect on your communication techniques and tendencies.

Goals of the Project

1. To gain a deeper understanding of one's own design style
2. To develop communication skills
3. To understand one's own communication tendency

Learning Outcomes of the Project

1. An ability to collaborate with a peer student
2. A reflection about the communication process
3. A Final portfolio

Final deliverables

1. Diagrams of the design concept.
2. Final model-physical model and render. Works like and looks like.
3. Two reflections-one as a designer, one as a client.
4. A presentation.

Methods

You will be a client of one peer student and a designer of another peer student. You have to design one product for your client and your designer will design one for you. It would be ideal if your design reflects the values and styles of both you and your client. So does what your designer designs.

Assessment

1. Final deliverables (40%)
2. An ability to communicate with your client and your designer (30%)
3. Reflection (10%)

Basic Competency

Completed most of the assignments and projects, presented developing ideas and potentials. Student was not so proficient in the communication and efforts to resolve the problems were inefficient.

Advanced Competency

Completed all of the assignments and projects with well developed ideas and potentials. Student was willing and eager to challenge her own thoughts as well as her partners thoughts. Demonstrated group-working capability with both of the partners, collaborated and participated equally.

Grading Rubric

Criteria	Advanced 3	Proficient 2	Beginner 1
Technical Skills	Superior understanding on each skill All of the processes are achieved to their perfection	Somewhat understanding on each skill Effort in completion of each assignment	Bare minimum understanding
Class Participation/ Critiques	Always volunteers to participate and gives insights to their classmates.	Occasionally volunteers to participate and try to give thoughtful comments to their classmates.	Rarely participates
Critical Thinking	Original, insightful, thoughtful, suitable based on understandings Try to navigate oneself with diverse methods	Ideas are thoughtful but not unique	Ideas are simple and redundant
Assignments	Establish impressive ideas into each assignment and the final project	Demonstrates thoughtful ideas into most of assignments and the final project	Fails to deliver any understanding of most of assignments

Midterm Feedback Form

Course Learning Objectives:

Throughout the semester, students will achieve critical thoughts toward themselves and create at least two finished products that somewhat represent themselves. The goal of this class is for students to gain communication skills, and learn how to take advantage of group working environments.

Please respond to the following statements on a scale of 1-5 with 1 if you strongly disagree and 5 if you strongly agree.

1. The instructor communicated class expectations clearly

5 4 3 2 1

2. How helpful do you find the feedback you received from the instructor in class?

5 4 3 2 1

3. What do you hope to accomplish in the remaining weeks of this course?

5 4 3 2 1

4. What would you like the instructor to continue on doing?

5 4 3 2 1

5. Do you feel like you are constantly being challenged in this class?

5 4 3 2 1

6. The grade I expected to receive in this class is

7. What has been the best part of the class?

8. Is there anything that you would like the instructor to know about?