

risd | Department of Teaching + Learning in Art + Design

www.risdtlad.com

TLAD-044G Collegiate Teaching: Preparation + Reflection

Credits: 3 credits, Level: Graduate Only

This Course Fulfills a Certificate in Collegiate Teaching in Art + Design Seminar Requirement
The course may be followed by: GRAD-010G WS Collegiate Teaching Practicum **or** TLAD-055G Collegiate Studio:
Discipline Centered Learning

Spring 2020

Instructor
Professor Nancy Friese

Office: 345 South Main Street, Room 224
Office Hours: Tuesdays, 11:00am to 11:30am
Wednesdays, 11:30am to 12:00pm

Class Location: Project Open Door Studio,

Tuesday, 8:30 am to 11:30 am

Website: www.collegiateteachinginartanddesign.com

"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 for 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 be active participants in learning."

Teaching to Transgress Education as the Practice of Freedom, bell hooks

COURSE DESCRIPTION:

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 designed for artists, designers, architects and educators who are considering teaching in higher education after graduation and/or those who will be teaching during Wintersession as they complete their course of study at RISD. The goal is to introduce graduate students to an effective teaching foundation and to provide an orientation to the collegiate teaching and learning experience. The first half of the course is composed of readings and discussions related to seven teaching portfolio assignments. The second half of the course entails Individual Teaching Practices Sessions (ITPS) in which students prepare a class that is observed, videotaped, and receives detailed feedback from faculty and peer observers. Major outcomes of the course are: a partial teaching portfolio including a teaching and inclusivity philosophy, course proposals and an extensive course syllabus.

- *This is the first course in the required sequence for the Certificate in Collegiate Teaching in Art + Design*
- *Graduate elective*
- *Partial requirement for both Certificates in Collegiate Teaching in Art + Design*

COURSE OVERVIEW:

The course is a fast-paced seminar and practicum geared specifically for studio practitioners who envision teaching at post-secondary institutions or alternative adult educational organizations nationally and internationally. The first half of the seminar covers these seven assignments; a teaching philosophy, an inclusivity statement, 3 course descriptions, syllabus, class project, midterm feedback form and course assessment rubric. The second half of the term involves each participant's ITPS (Individualized Teaching Practice Session) where the graduate prepares and teaches a short class to peers and faculty and receives feedback on the experience. The seminar is based on university and college global scholarship of teaching and learning sites and is practice-based. TLAD offers other seminars with comprehensive arts educational theory. Participants may use the final teaching portfolio to directly apply to open calls for faculty. Graduates may refine, adapt or apply the portfolio contents in subsequent TLAD seminars: GRAD-010G WS Collegiate Teaching Practicum or in TLAD-055G SP Collegiate Studio.

SEMINAR GOALS:

The greater aim and purpose of the course:

- To achieve an introduction or foundation of reflective teaching practices in colleges and universities.
- To customize these practices around visual arts methods and thinking, and your own discipline in particular.
- To conceive, revise and complete a partial teaching portfolio.
- To reflect upon and utilize successful teaching methods inclusively and with a variety of modalities.
- To prepare for and receive feedback on a short teaching practice experience.
- To originate a proposal for a course that may be considered for RISD or Continuing Education programs.

STUDENT LEARNING OUTCOMES:

What a graduate student comes away with as a result of this course:

- Effective academic application material for positions across institutions.
- A deep understanding of academic organization, distinctions, and opportunities.
- An expanded repertoire of teaching/learning ideas relevant to the teaching assistant level and or the instructor of record level.

COURSE REQUIREMENTS:

Developing Reflective Teaching Practices:

- 5 class sessions for 7 assignments using articles from global teaching and learning sites.
- 4 class sessions devoted to Individualized Teaching Practice Sessions (ITPS) and feedback.
- 2 Individual Progress Meetings.
- 4 class discussion sessions including peer-to-peer, small groups and large groups.
- Website with exemplars of past graduate student work.
- 1 class session for final portfolio presentations.

Individual Teaching Practice Session (ITPS), Reflection & Feedback

Completion of reflective teaching practices in a 25-minute class. This session is scheduled for the seminar room and 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.

Teaching Portfolio:

- Teaching Philosophy
- Inclusivity Statement
- 3 course descriptions with course goals and learning outcomes.
- Syllabus with course goals and technical and conceptual learning outcomes
- Class Project with course goals and learning outcomes.
- Feedback Form with course goals at the beginning.
- Assessment Rubric customized to the syllabus.

Assignment Percentage Weightings:

- Portfolio: Teaching/inclusivity statements, course descriptions, syllabus, class feedback and assessment forms, critique guide. **60%**
- Teaching practicum with peers as your students. **30%**
- An authentic collegiate teaching profile with active participation in course **10%**

ASSESSMENT

Faculty Assessment Tools

- Written assessment of ITPS.
- Mid-term feedback on assignments.
- Verbal feedback during individual meetings.
- Final feedback for portfolio presentation.

EVALUATION

Criteria

- Consistently good attendance with demonstration of a variety of ways of engagement and civic-mindedness in class.
- Thoughtful and probing peer feedback given in groups and for the ITPS.
- Revision and advancement in portfolio steps, stages and final contents.
- Graduate-level qualities of independence and rigor in the transposition of ideas.

Grading Criteria**A**

- Superior, exceptional or 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 with highly effective use of criticism and feedback.

B

- Solid and proficient work and in-depth in all areas.
- Extends information into discussion, portfolio components & homework.
- Evidence of growth throughout program.

C

- Emerging completion of assignments.
- Completing a satisfactory teaching portfolio sections but minimal introspection. indicated.
- Some growth indicated in papers, assignments, discussions.

D

- Unacceptable, late, incomplete or poorly done written and oral assignments.
- Minimal involvement in class and little growth in written works exhibited.
- Disruptive to individuals and to the class momentum on the whole.

F

- No portfolio parts submitted and/or incomplete engagement.

INCOMPLETES

“A grade of an incomplete (“I”) is assigned to signify temporary deferment of a final letter grade and may be granted with permission of the faculty under unavoidable and legitimate extenuating circumstances. All incomplete grades must be accompanied by instructor comments which specify the reason for giving the “I” and the nature of the outstanding work to be made up by the student.” (RISD Academic Policy)

DIVERSITY /CIVILITY STATEMENT

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.

ABSENCES

The policy on absences assumes student maturity and responsibility for their own behavior, but also assumes that students will communicate their intentions and circumstances to their intentions and circumstances to their instructor. Unexcused absences are considered “cuts.” A student who “cuts” the first class meeting, or any two or more class meetings, may be removed from the course by the Registrar, if the instructor so requests ... Students are cautioned that the instructor may or may not choose to request removal for unexcused absence(s).RISD affirms the right of students to observe significant religious holy days. Concerned students should inform their instructor in advance of such circumstances, if class attendance will be affected.” (RISD Academic Policy)

SELECTED RISD CAMPUS RESOURCES:

Office of Counseling and Psychological Services (CAPS) provides a range of mental health services to help students improve emotional, interpersonal, and academic functioning. **Student Affairs** provides opportunities for all students to develop personally, socially and intellectually. The **Office of Intercultural Student Engagement** (ISE) shapes a culturally inclusive and supportive environment at RISD. opportunities for cultural awareness, dialogue and understanding exist. Specific support to artists of color, marginalized populations and those interested in pursuing multicultural work. **Museum of Art** situates learning from and with original objects, through exhibitions, workshops, lectures, internships. Based on the premise that institutions that support arts play pivotal roles in promoting broad civic engagement and creating more open societies. **Fleet Library** offers resource librarians, teaching and learning books and journals and **The Center for Arts & Language (A&L)**tutoring in writing, public

SELECTED RISD CAMPUS RESOURCES:

speaking and visual communication and English language support. **Career Services** offers workshops, reviews, job support, resume' and residency and grant application reviews. It offers a comprehensive program of one-on-one counseling, portfolio reviews, seminars and other targeted events helping graduate students and alumni translate their creativity into meaningful and rewarding careers. **Theory and History of Art and Design** offers a graduate concentration in a 15-credit graduate art history concentration. **RISD Global** spearheads a range of learning opportunities on campus, online and abroad. **Campus Exhibitions** oversee 3 campus galleries and thesis exhibition.

WEEKLY SCHEDULE

2/18 WEEK ONE

Plan: Introductions, course syllabus, TLAD and certificate program. Contextualizing our teaching and beliefs and aspirations.

Assignments #1 & #2

- Read Assignments #1 and #2 and accompanying articles on www.collegiateteachinginartanddesign.com
- Create two documents (1) **A Teaching Philosophy** and (2) **An Inclusivity Statement** including empirical, analytical and evidentiary ideas for art and design disciplines

2/25 WEEK TWO

Discussion: Philosophy/Statement Discussion

Review: Peer review of teaching philosophy and inclusivity statements.

Plan: Explore three stages of learning and SoTL, the Scholarship of Teaching + Learning. Consider course descriptions, titles, and course details for catalog entries.

Assignment #3:

1. Read Assignment #3 and accompanying articles on www.collegiateteachinginartanddesign.com
2. Develop Three Course Descriptions:
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? Create 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.

3/3 WEEK THREE

Discussion: Course description discussion

Review: Small-Group reviews of course descriptions

Plan: Viewing and deconstructing examples of past graduates' syllabi

Assignment #4:

1. Read Assignment #4 and accompanying articles on www.collegiateteachinginartanddesign.com
2. Construct a course syllabus.

Following the *backward design* processes, think of the larger purpose first and then plan the steps and activities. This helps prioritize and gauge the pace, quantity and quality of learning content. The syllabus order: class information, course description, goals, learning outcomes, assessment, and weekly structure. Divide the weekly plan into emerging learning, developing learning and advanced learning areas and declare the learning outcomes before establishing the activities.

3/10 WEEK FOUR**Individually Scheduled Meetings****EMERGING LEARNING OUTCOMES FROM WEEK ONE TO WEEK FOUR**

1. Understanding the context of a course within a wider arena of department and institution and nation.
2. Recognition of one's own voice in a teaching and learning circle through philosophy and inclusivity statements that will lead and thread the nature of the rest of the semester.
3. Incorporation of goals, learning outcomes, structure and methods in plans and experiences for learning.
4. Comprehension of the conventions of formal teaching and learning documents to carry highly individualized interpretations, methods and inventions for job applications and teaching opportunities.
5. Decentralization of a discipline into common pedagogical knowledge.

3/17 WEEK FIVE

Review: Syllabus Group Discussion

Plan: Class Project Examples - Individualized Teaching Practice Sessions (ITPS) goals, learning outcomes, Methods

Assignment #5

1. Read Assignments #5 and accompanying articles on www.collegiateteachinginartanddesign.com
2. Create calls project taken from your syllabus with class project description, overview, goals, learning outcomes and benchmarks.
3. Write an ITP (Individualized Teaching Practice) proposal with goals and outcomes

3/24 WEEK SIX Spring Break

3/31 WEEK SEVEN Open

4/7 WEEK EIGHT – MID-TERM

Discussion: Class project assignment review

Review: Self-review with checklist

Plan: Formative, summative, feedback assessments and critique qualities and variety

Assignment #6

Read Assignment #6 and #7 and accompanying articles on www.collegiateteachinginartanddesign.com

1. Create a one-page Mid-term Feedback Form; start with the goals of the course, then ask Likert scale and open-ended questions.
 2. Expand grading from the syllabus into a more advanced examination and declaration of course assessment. Complete an assessment guide that has the categories of evaluations divided into the levels of achievement and their qualities. Use terms that are relevant to your own syllabus and course.
 3. Summarize the purposes and ways in which critiques will be conducted in the course in a Critique Statement.
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4/14 WEEK NINE

Individualized Teaching Practice Session (ITPS)

4/21 WEEK TEN

Individualized Teaching Practice Session (ITPS)

4/28 WEEK ELEVEN

Individualized Teaching Practice Session (ITPS)

DEVELOPING LEARNING OUTCOMES FROM WEEK FOUR TO WEEK EIGHT**ITPS Learning Outcomes:**

1. **Calculation** of a multivalent short teaching practice session.
2. **Demonstration** of well-planned class to a range of learners.
3. **Management** of time and establishing feedback in a short class period.
4. **Self-reflection** about one's own teaching methodology.

Portfolio Learning Outcomes:

1. **Sequencing and pacing** to progress learning.
 2. **Implementation** of ideas/goals into realistic projects.
 3. **Consideration** of diversity of learning styles and cultural range in documents.
 4. **Focus** on learning-centeredness over quantity of activities.
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5/5 WEEK TWELVE

Individual meetings to go over Teaching Portfolio contents

5/12 WEEK THIRTEEN

Final Portfolio Presentations. 10 minutes each

5/22 Week FOURTEEN

Plan: Submit PDF of Final Teaching Portfolio - Label: **Last Name_Portfolio_201 by 5/22**

ADVANCED LEARNING OUTCOMES FROM WEEK EIGHT TO WEEK FOURTEEN

1. **Coordination** of differences and commonalities in teaching and learning to deepen your own teaching methods.
2. **Integration and synthesis** of parts to whole within the teaching portfolio.
3. **Individuation** of the portfolio through added specifics: visuals, quotes, seminal texts, articles, visiting artists, etc.
4. **Transposition** of teaching/inclusivity tenets into the syllabus, class project, and portfolio and how they are in Semester **summation** in a 10-minute **synopsis** of tenets, highlights of portfolio and final questions.

Suggested professional membership for annual conferences/job searches/best practices in disciplines:

(CAA) College Art Association

www.collegeart.org

- Student rate membership \$55 – Membership is January to January
- Job postings
- 2020 Conference Chicago, February 15

(NECEA) National Council on Education for the Ceramic Arts

www.necea.net

(ACSA) Association of Collegiate Schools of Architecture

www.acsa-arch.org

(SPE) Society for Photographic Education

www.spenational.org

(AIGA) American Institute for Graphic Arts

www.aiga.org

(SGC) Southern Graphics Council Conference

www.sgcinternational.org

(CELA) Council of Educators in Landscape Architecture

www.thecela.org

(IDSA) Industrial Designer Society of America

www.idsa.org

(NASAD) National Association of Schools of Art & Design

www.nasad.arts-accredit.org

(ISSPTL) International Society for the Scholarship of Teaching

www.issoft.com

(POD) Practice of Educational Development in High Education Network

www.podnetwork.org

ASSIGNMENTS - READINGS - RESOURCES

All Assignments are on the class website, the readings are under each assignment. Supplemental resource articles can be found in any of the centers of teaching and learning globally that are listed at the end of the Collegiate Teaching seminar tab. Examples are below.

Teaching Portfolio

<https://ucsf.edu/professional-development/teaching-portfolio/>

Individualized Teaching Practice Sessions : Teacher Observation

<https://cft.vanderbilt.edu/services/individual/teaching-observation/>

Assignment #1 Teaching Philosophy

Sample teaching philosophy of Urmila Venkatesh from University of Michigan

http://www.crlt.umich.edu/sites/default/files/resource_files/Venkatesh.pdf

Writing a Teaching Philosophy, Iowa State University Center for Excellence in Learning and Teaching.

<http://www.celt.iastate.edu/teaching/document-your-teaching/writing-a-teaching-philosophy-statement>

Assignment #2 Inclusivity Statement

Center for Research on Learning and Teaching, University of Michigan

Creating Inclusive College Classrooms, Shari Saunders and Diana Kardia (1997)

http://www.crlt.umich.edu/gsis/p3_1

Assignment #3 Course Descriptions

Ryerson University Learning and Teaching Office

Constructing Course Descriptions:

https://www.ryerson.ca/content/dam/lt/resources/handouts/course_descriptions.pdf

On Learning Goals and Objectives

<https://bokcenter.harvard.edu/learning-goals-and-learning-objectives>

Assignment #4. Syllabus

Iowa State University Center for Excellence in Learning and Teaching

A Model of Learning Objectives based on a Taxonomy for Learning, Teaching, and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives

<http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf>

Backward Design in class.

<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

Creating a Syllabus https://distance.fsu.edu/docs/instruction_at_fsu/Chptr3.pdf

Constructing a Learning-Centered Syllabus: One Professor's Journey Aaron Richmond

Assignment #5. Class Project

Carleton College

How do I implement studio teaching?

<https://serc.carleton.edu/introgeo/studio/how.html>

Labs/Studios Eberly Center, Carnegie Mellon University

<https://www.cmu.edu/teaching/design/teach/instructionalstrategies/labsstudios.html#studios>

Assignment #6 Mid-term Feedback

George Washington University

Sample questions for getting feedback from Students

<https://library.gwu.edu/sites/default/files/tlc/Sample%20Feedback%20Questions.pdf>

Assignment #7 Assessment Rubric

Temple University Teaching and Learning Center

Providing Effective Assessment of Artistic Work Johanna Inman

https://teaching.temple.edu/sites/tlc/files/resource/pdf/Effective_Assessment_of_Artistic_Work%20%5BAccessible%5D_0.pdf

