Thinkwire.fall.12

An electronic newsletter of the Integrative Teaching International http://integrativeteaching.org

THINK TANK

ThinkTank is a facilitated forum offered by the Integrative Teaching International organization. It brings together art and design master educators, administrators & emerging educators to address thematic issues of higher education. By linking educational theory to practice, ThinkTank identifies innovative new approaches to higher education.

integrative
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higher education at a higher level

Integrative Teaching International evaluates ThinkTank outcomes and creates or modifies theories, policies and curricula for future ThinkTank sessions. ITI is an educational corporation in the State of Illinois applying for non-profit status.

Comments?
ITI welcomes all comments about its activities or content. Please e-mail us at:
info@integrativeteaching.org

Our newsletter is designed to share news of a grass-roots initiative to improve art + design foundations. We believe that change happens by those who envision it – not just from the top or just from the bottom – but bi-directionally.

If you have not heard of ThinkTank or Integrative Teaching International, that’s ok. We have been steadily expanding over the past five years, from the rough beginnings of an idea to the implementation of our current week long intensive. To date, we’ve had participation from over 250 master and emerging educators and administrators representing 80 colleges and universities in 30 states and 4 countries.

We believe in leading change. Will you join us?

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Exciting Growth for ITI

Anthony Fontana, President, ITI

2012 has been an outstanding year for Integrative Teaching International! ThinkTank7, held in June at the School of the Art Institute in Chicago was a great success! Over 50 participants from all over North America and Qatar joined us for three packed days of pedagogical discussion, curriculum wrangling and professional networking and development. Our topic, Foundations NOW! brought about new challenges and contemporary issues facing educators as well as pointed to many concerns still present at our institutions. The forthcoming issue of our journal FutureForward will be an exciting issue addressing Foundations programs in Higher Education!

This Fall there will be a ThinkTank Catalyst event at the Mid-America College Art Association conference in Detroit, MI. Former ThinkTank6 Facilitator Michael Arrigo and myself will be leading the event, titled "Teaching with Technology." If you're headed to Detroit in October, be sure to look for the listing in the MACAA schedule! Visit http://art.wayne.edu/DETROIT2012/ for more information.

By Spring we'll be looking forward to our favorite event, the FATE: Foundations in Art, Theory and Education biannual conference. It will be hosted by the Savannah College of Art and Design in sunny Savannah, GA April 4-6, 2013. ITI will be conducting it's second TT@FATE and we look forward to another wonderful conference! Get more information and apply at http://integrativeteaching.org/ttfate-2012/.

We'd like to officially announce and welcome our newest Board members:

- VP for Programming: Dean Adams, Foundations Coordinator, Montana State University
- VP for Education: Rae Goodwin, Director of Foundations, University of Kentucky
- VP for Development: Cynthia Hellyer-Heinz, Foundations Coordinator, Northern Illinois University
- VP for International Development: Jesse Payne, Assistant Professor, Virginia Commonwealth University in Qatar
- VP for Outreach: Brent Thomas. Adjunct Instructor, Marshall University

We are so happy to have these amazing educators on the Board at ITI!

Finally, we would like to extend our sincere thanks to former Board members Mary Stewart , Jim Elniski, and Peter Winant who have served ITI for the past seven years. Mary and Jim Co-Founded ITI, and Peter joined in year two. Each of them helped to grow a dynamic and successful organization. Bravo! Jim and Peter will now join our Senior Advisory Committee along with Adam Kallish, Maureen Garvin, Bill Hill, and former President now current VP for Publications, Dr. Richard Siegesmund.

Good luck to all of you beginning your fall semester. I hope to see you soon in Detroit or Savannah!

FutureForward #4

Richard Siegesmund, Vice President for Publications

This summer Shaila Christofferson came on board as Associate Vice President for Publications. Shalia is a veteran of ThinkTanks 5, 6, and 7. With this overview, she offers a strong perspective on editing and contributing to future ITI publications. I had the opportunity to work with Shalia in the breakout group that I facilitated at ThinkTank7, and I look forward to my continuing to collaboration with her in the coming year.

Right now, the priority is on finishing the next edition of FutureForward that will feature reports from ThinkTank7 breakout groups. Mat Kelly, FutureForward editor, reports more on this topic in this edition of ThinkWire.

Publication goals for the 2012-2013 academic year include planning beyond FutureForward for other edited forms of communication that ITI might develop to disseminate its work. An example of such previous efforts is State of Play, originally edited by Anthony Fontana and Stacy Isenbarger, a document that came out of ThinkTank4. It is a great example of a stand-alone document that provides excellent examples of innovative lessons that can be used in Foundations. State of Play was so successful that Stacy Isenbarger recently edited a second edition that is available for free download on the ITI home page. For collectors, the original State of Play continues to be available as a free PDF download, but also as a handsome bound print copy through Amazon. Scroll down to the bottom of the State of Play page on ITI's web site to purchase.

Looking ahead, we are currently working with themes from ThinkTank7 that may merit more in-depth exploration than we can accommodate in FutureForward. Hopefully, in the Spring 2013 edition of ThinkWire, there will be an announcement of a new forthcoming publication for the ITI online library.

ThinkTank Catalyst: From Silos to Integration 21st Century Foundations Curricula

Dean Adams, Vice President for Programming

April 3, 2013: Pre-FATE 2013 Biennial Conference "postHaus" in Savannah, Georgia

In partnership with FATE (Foundations in Art: Theory and Education), Integrative Teaching International is offering a ThinkTank intensive just prior to the 2013 Biennial FATE conference. Space is limited, so please submit an application at the ITI website (http://integrativeteaching.org/

ttfate-application/) if you wish to attend. This one-day intensive on Wednesday, April 3, 2013 in Savannah, Georgia, brings together art and design master and emerging educators and administrators to address thematic issues of higher art education. It employs a mix of facilitated discussions, brief presentations, and social interaction with lunch provided.

From Silos to Integration: 21st Century Curricula will explore concepts, approaches, purposes and possibilities of contemporary foundations classes and curricula. We will explore two sides of the "foundational coin," considering the needs of both design and studio art majors. Drawing from our diverse backgrounds as artists, designers, and teachers, we will examine approaches to integrating a multiplicity of contemporary practices into foundations. We will explore and discuss ways in which we educate the whole person and the place for professional practice in foundations classes. We will develop and discuss effective assessment strategies which help move foundations education forward.
Together, we will develop strategies for creating new approaches to teaching and learning at the college level. Our goal is to use our shared experiences to develop integrative approaches to foundations education, developing the possibilities inherent in visual art and design to communicate values that operate within the broadest cultural equations. As shared experience, they also define the community ethic that is an essential value of ThinkTank.

When you look over the draft agenda below, you will see the four group discussions which function as the catalyst for the substantive collective considerations of various foci related to 21st Century Foundations Curricula.

Our target audience for this intensive includes:
1. Current MFA candidates in studio art and design, or recent MFA degree recipients, with at least 1 semester of Foundations teaching experience.
2. Current PhD candidates, or recent PhD degree recipients, with at least 1 semester of teaching experience in art theory, educational theory, or contemporary art practices.
3. Foundations Coordinators or professors, with up to five years of Foundations leadership or teaching experience.

The four discussion groups are:
Re-designing Design: A Consideration of a Design-Centered Curriculum: Design, while a component of many successful studio practices, exists as its own discipline. Many art programs have separate design and studio foundations curricula and some use the same curriculum for all students. This discussion group will explore one side of the "foundational coin" specifically with design majors in mind, i.e. graphic design, fashion design, industrial design, etc., and the relationship to studio majors. Considering the high percentage of part time and grad student instructors on the foundation level, how the information is delivered is equally important to the material being taught. This adds to the complexity of any curriculum discussion.

- What are the essential elements necessary for a successful foundational design curriculum?
- What, if any, are the differences and similarities needed for a foundational studio program?
- How can we ensure metacognitive success as students transition from the foundations year?
- Identify best practices and resources necessary to meet one's goals and learning outcomes.
- How do curriculum and delivery of concepts/skills combine for success?

Makers, Breakers, and Instigators: The Role of Studio in Foundations: Contemporary fine art practices have greatly expanded in the past few decades to include a broad range of skill sets, technologies, and concepts. How will contemporary foundations curricula best prepare students with very diverse trajectories? Additionally, many studio BFA programs serve as preparatory institutions for graduate schools, which may impact how the freshman experience functions. This discussion group will examine the important aspects of the freshman year regarding preparation for studio classes and the relationship to design majors.

- What are the essential elements necessary for a successful foundational studio curriculum?
- What, if any, are the differences and similarities needed for a foundational design program?
- How can we ensure metacognitive success as students transition from the foundations year?
- Identify best practices and resources necessary to meet one's goals and learning outcomes.

Assessment Now! Determining Effective Teaching, Learning, and Curricula: Holistic assessment has the power to provide feedback concerning the effectiveness of all aspects of teaching and learning, as well as providing the information to communicate to all stakeholders. Assessment already is or will soon be required in most if not all programs. Since it is inevitable, many are determining how to make it benefit their program. This breakout group will explore all aspects of assessment from assignments, classes, instructors, curriculum, to program.

- How do we keep assessment from hindering a learner-centered environment?
- What role does assessment play in art?
- Can one assessment satisfy all of the needs of a department?
- Identify best practices and resources for assessment.

Preparation for Professional Practice: Educating the Whole Person: The BFA/BA traditionally served as a professional degree, while many programs today treat undergraduate art and design degrees as preparatory experience for graduate school. This discussion group will consider effective curricula which go beyond methods, materials and skills. How do we educate the whole person in the foundations year or semester in preparation for life beyond the foundations studio?

- How do time management, confidence, effective communication, teamwork, respect for deadlines, etc. fit into foundations?
- Is wellness appropriate as professional practice for foundations students?
- What are the risks and rewards of modeling for students as a foundations artist?
- Which elements are best left to sophomore, junior, senior and graduate years?
- What are the most effective ways to teach modes of thinking and problem solving?

Projected Schedule:
11:00-11:40: Arrive and register.
11:40-1200: Introductions and Overview
12:00-1:00: Lunch with "Topic Tables" to prime the pump.
1:15-3:30: Facilitated Discussions in breakout groups (initial presentation and discussion)

3:30-4:00: Break, with coffee and snacks
3:30-4:45: Facilitated Discussions in breakout groups (working toward presentation)
4:45-6:15: Discussion Group Presentations to Entire Group and Discussion, then join regular FATE conference.

ITI Going “postHaus”

Chris Kienke, Vice President for Communications

I would like to join Anthony in welcoming several new people to the ITI Board this year, Dean Adams, Rae Goodwin, Cynthia Hellyer-Heinz, Jesse Payne and Brent Thomas. Each of them is a fantastic addition to the board and will serve to further ITI’s mission of providing emerging educators with the practice-based skills, knowledge, and experience needed for exemplary college-level teaching.

As many of you know, last year I accepted the responsibility of becoming the Vice President for the Biennial Conference for FATE, which means I am organizing the next FATE Biennial Conference titled “postHaus” in Savannah, GA this upcoming April 2013. As you can imagine this has taken a great deal of time and energy, however, I have continued to publish this newsletter for ITI and field questions and general inquiries at info@integrativeteaching.org

This upcoming academic year I will be working with Dean Adams to help co-ordinate the ThinkTank Catalyst, which will precede the FATE conference in April. I hope that each of you are able to make it to Savannah for “postHaus” and please remember that space is limited for the ThinkTank Catalyst: From Silos to Integration: 21st Century Foundations Curricula, so apply early. The application is on our homepage at: http://integrativeteaching.org/

I look forward to seeing all of you in Savannah in April 2013.

Educators Showcase

Brent Thomas, Vice President for Outreach

I am excited for the opportunity to serve on the ITI Board, and I will strive to continue the excellent service performed by my predecessors. In following their footsteps I will continue the Educators Showcase started in the fall of 2010. There will be a new educator featured on a bi-monthly basis, so continue to visit the site to become inspired and see how ITI has benefited their teaching practice. As always new and exciting things are happening at ITI so please follow us on facebook or through the ITI website to stay abreast of new opportunities. Use the site to gather information on new ways to inform your pedagogical practice or see where you may find a capacity to serve this organization. To continue to make ITI as successful as possible, and enrich the practices of fellow instructors please disseminate the information to all you know who could benefit. Former ThinkTank participants act as our boots on the ground, and word of mouth is still one of the most instrumental ways of reaching new individuals. I too was reached in this way, as I am certain many of you were. So please continue spreading the word and exposing others to the wonderful things ITI is doing. Check out the latest Educators Showcase at IntegrativeTeaching.org/news

Opportunities for Expansion

Cynthia Hellyer-Heinz, Vice President for Development

The objectives of V.P. for Development are to bring the experience, support and outcomes from ThinkTank to other institutions, groups and individuals. The existing manifestations from ThinkTank become exponentially greater by offering more opportunities to engage both emerging and master educators, administrators and community groups in a constructive dialogue that can then become a platform for positive program and social changes.

Opportunities for expansion of the mission and action of Integrative Teaching International are to increase the number of ThinkTank Catalysts where shared ideas, strategies and vision can stimulate positive change. Examples of what resources will be available through the Catalysts are: creating an extensive list of speakers and topics that would enrich first year programs. ITI will offer a project bank and tactics to meet learning targets that would be made available online and through a tangible experience at a Catalyst. Assessment will have more clarity by describing portfolio benchmarks through samples of proficiencies. V.P. of Development will establish a link with the facilitators who will offer hands on workshops with teaching strategies, use of materials and techniques that can improve achievement in the first year.
Generating a liaison with senior high school arts educators to understand and improve transitions into college will be applicable to the success of our first year students. An aspect of this connection will be the description and knowledge of psychosocial behaviors and attitudes influencing student learning by adopting a holistic feature into arts education.

The V.P. of Development will help construct connections with national organizations such as the National Art Education Association (NAEA), College Art Association (CAA), Foundations in Art: Theory and Education (FATE), the Society for Photographic Education (SPE), National Council of Arts Administrators (NCAArts), National Society for Education in the Ceramic Arts (NSECA) and National Association of Schools of Art and Design (NASAD). Creating interdisciplinary associations within institutions by using the ThinkTank model to increase cross pollination between the arts and other fields will increase the relavance of higher arts education.

Current topics that have been regenerated within ThinkTank 7 are creativity, assessment, engagement, relevance, failure and successful transitions into upper level study within a contemporary first year program. The trajectory of ITI, through the post of Vice President for Development, is to become a promoter for action by bringing together the people and ideas to enrich Foundations Programs in the visual arts.

FutureForward: Foundations *Now*

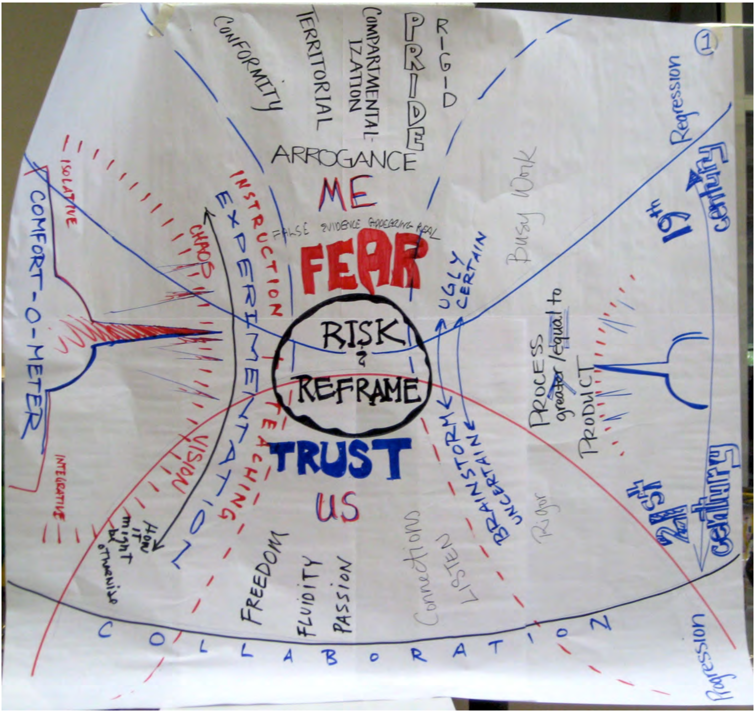
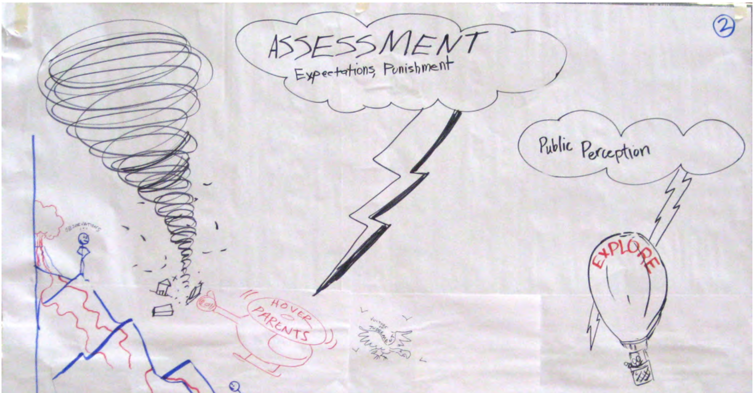
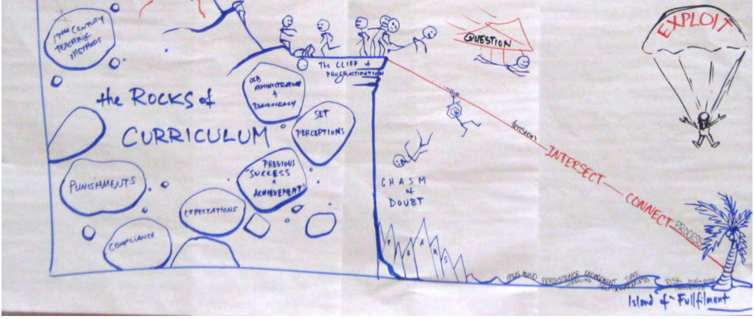
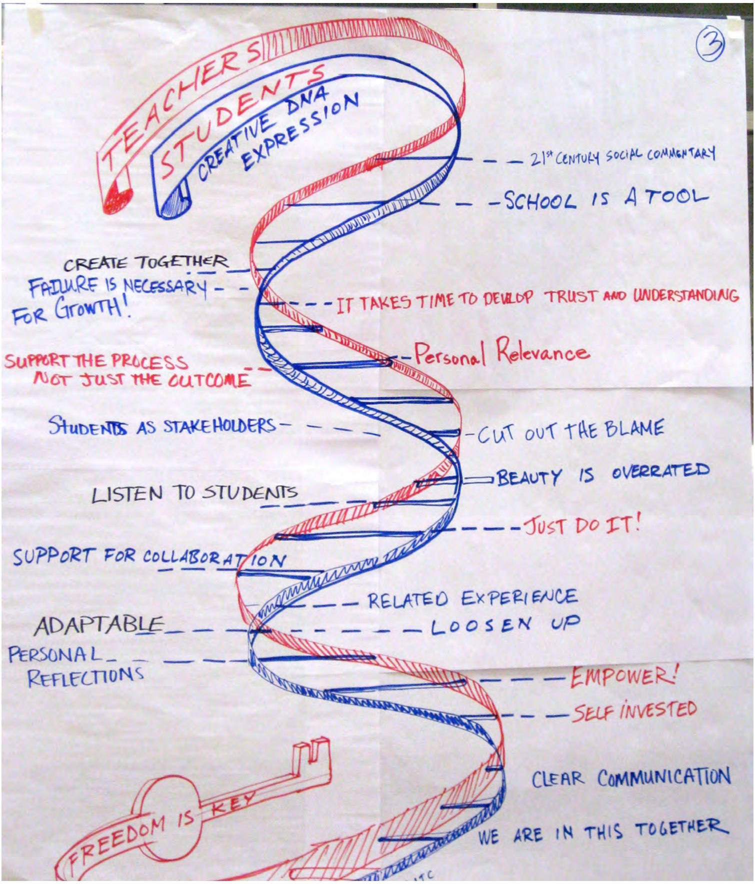
Mat Kelly, Editor for FutureForward

ThinkTank7 was another highly productive workshop generating very serious discussions on the state of foundations in colleges and universities from around the country. With the help of Associate Editors Lucy Curzon, Heidi Neff, and Clint Samples, four wonderful articles are being developed for FutureForward: Foundations Now. These articles, due to be published in early November, will be addressing some of the unique challenges facing contemporary foundations programs such as mapping, building and sustaining learning communities, moving toward an integrative model of teaching and learning, and examining the productive force of failure as a curricular focus. A number of exemplars and sample assignments will also be included.

Work is now beginning on the next issue tentatively titled FutureForward: Get with the Program. With this issue we intend to focus on how faculty and administrators are using the unique qualities of technology in the classroom from software to hardware. If you have any questions or are interested in submitting an article please contact Mathew Kelly at kellym@central.edu.

ThinkTank Catalyst
Bridges the Gap Again with Atlanta High School Teachers

Rae Goodwin, Vice President for Education

ITI was invited to facilitate a ThinkTank Catalyst for Atlanta Public Schools (APS) IB and AP visual art teachers, focused on assessing creativity. Richard Siegsmund of NIU coordinated our second catalyst with APS, assisted by Clint Samples of WGA and Rae Goodwin of UK. The three questions discussed were written by Raymond Veon, the Director of Fine and Performing Arts for APS. Stage 1: Did you Risk and Reframe? Stage 2: Did you question, intersect, and connect? Did you explore and exploit points of tension? Stage 3: How does this come out of your own creative DNA? The discussions were invigorating and resulted in three posters that were put on display and reported on during a final gathering within the larger conference, Igniting the Creative Core. During the discussion teachers expressed their frustration at curriculum and administrative expectations that seemed to restrict creativity and put too much emphasis on the end product. They shared the critical nature of encouraging personal relevance in student artwork and opening up curriculum to include time for experimentation and failure. In the face of helicopter parents and restrictive administrators these high school teachers show courage and passion to advocate for a different kind of student achievement.