

Thinkwire.winter.13

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



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
teaching
international
... 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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New Year, New Opportunities

Anthony Fontana, President, ITI

2013 is off to a great start and Integrative Teaching International has some wonderful news to share! This April, we are excited to bring a wonderful group of facilitators together for TT@FATE at SCAD in Savannah, Georgia. TT@FATE is a ThinkCatalyst event that uses the same ideas and approaches as a full three-day ThinkTank but runs at a faster pace and in a shorter timeframe. First piloted as a pre-conference option at the 2011 FATE National Conference, ThinkCatalyst events have also been hosted at the Atlanta Advanced Placement/International Baccalaureate Conference and the 2012 Mid-America College Art Association Conference. This year's theme, "From Silos to Integration: 21st Century Foundations Curricula" is bound to create some stirring discussions that will last throughout the conference.

ITI would like to proudly announce Rae Goodwin has been nominated as its next President. Rae is currently Assistant Professor and Director of Foundations at University of Kentucky. She has served on the ITI Board for the last year as VP of Education. As current President, I will be stepping down at the end of my two year term in June to focus on my latest effort, IfMine.com. I will continue working with ITI as a member of the Senior Advisory Committee and Associate VP of Publications.

Planning for ThinkTank8 is currently underway! ITI has accepted proposals to host the next ThinkTank event from a number of outstanding schools. The Board will vote on the official selection for the site of TT8 in February and will announce this location at the FATE Conference April. ITI will begin accepting applications for ThinkTank8 by the end of the summer.

Publications:

Richard Siegesmund, Vice President for Publications

The most recent issue of Future Forward—ThinkTank 7: Foundations Now: Models, Methods, Motivations, and Practices is available for free download on the ITI website.

Have you read it? Have you told friends and colleagues about it? The ITI community is our only distribution network. ITI does not advertise. Our on-line list subscribers are who we depend on to share our published work. So, if you have not read it yet, take a moment now and check it out.

The current issue approaches problems of Foundations from a different perspective than previous issues of FutureForward. This perspective recognizes the unique position of Foundations instructors who are not only charged with instilling first year students with a technical skill set that will serve them in upper level studio work, but also develop habits of mind that will sustain a lifetime of creative investigation.

These habits include what the French post-modern philosopher Michel Foucault called the care of self. The skills of foundations are more than mechanical skills that refine the connection of hand to mind and mind to hand (although these are indeed critical skills). Laying the base—building the foundation—is more than a set number of contact hours and a certain expectation for a proportional number of hours devoted to homework outside of class. We also teach students strategies for being-in-relationship to themselves, to their process of art making, and to others. These strategies are not merely coursework objectives; they are ways of living. Part of the work of Foundations is learning to work, and fail, inside of life-long communities of practice.

FutureForward: Foundations Now builds on ITI's previous work and expands this conversation with specific examples of what teachers around the United States are doing today, in their classrooms, to engage students in becoming reflective about these larger issues.

If the essays in this issue resonate with you, tell a friend. Send him/her the PDF, and suggest that they too join this conversation by subscribing.

ThinkTank Intensive: 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 Catalyst intensive just prior to the 2013 Biennial FATE conference. There are a few spaces available. Please apply at <http://integrativeteaching.org/ttfate-application/>. This one-day intensive on Wednesday, April 3, 2013 in Savannah, brings together master and emerging educators and administrators within art and design 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 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 produce strategies for developing 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.

As you look over the 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.

Jerry Johnson, Professor of Graphic Design at Troy University in Troy, Alabama will facilitate the discussion group Re-designing Design. Jerry is a trans-disciplinary thinker with accomplishments in design, studio, music, and academia. He has taught at Oklahoma State University and then Southern Arkansas University where he birthed a new design program and would later serve as chairman of that department for over nine years. As a fine artist, his work has received recognition at national and international juried events. As an author and composer, his music has charted in the top ten nationally. As a graphic designer, he has worked with many local to international clients, one of which was Special Olympics International where Mr. Johnson created an identity for their Unified Sports Division. Additionally, one of his corporate identity solutions received an Award of Design Excellence and was featured in the book "American Corporate Identity 6". Most recently, Mr. Johnson has been the recipient of numerous ADDY Awards from the Montgomery Advertising Federation.

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. GTA's and adjuncts often teach foundations classes and how information is delivered may be as important as the material being taught.

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?

Amy Broderick, Associate Professor of Painting and Drawing, as well as Foundations Coordinator at Florida Atlantic University in Boca Raton, will facilitate the discussion group Makers, Breakers, and Instigators. Amy Broderick's creative practice encompasses studio production, art writing, excellence in teaching, and academic leadership. She uses the processes of drawing and paper construction to explore the methods we humans use to locate ourselves relative to our physical and information environments. Amy teaches her students to do what all scholars (and responsible citizens) do: engage passionately with the world and with their field; devolve their knowledge, influences, and inspiration; integrate and own all of these, weaving them into their scholarly selves; and then articulate their new knowledge, passions, and questions through sincere, honest, researched, and elegant original works.

Makers, Breakers, and Instigators: The Role of Studio in Foundations: Studio artists and faculty commonly believe a strong foundations curriculum for studio art looks very different from a curriculum specific to design. Is this true or should the foundation year satisfy the needs of many students with diverse trajectories? Many studio BFA programs function 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.

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Raymond Veon, interim Director of Fine and Performing Arts at the Atlanta Public Schools, will facilitate the discussion group Assessment Now! His interests include authentic assessment in the arts and creativity; he has presented his findings in these areas at regional, national, and international conferences, including those sponsored by the National Art Education Association, The International Society for Education through the Arts, the Arts Education Partnership, and the US Department of Education. He has designed and implemented numerous professional learning events, including the 2011 (Re)Thinking the Foundations/Shifting the Lens Conference (featuring Howard Gardner, Olivia Gude, and Eric Booth) and the 2010 Values, Voice and Vision Conference for Arts Educators.

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. 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 roles does assessment play in art?

Can one assessment satisfy all of the needs of a department?

Identify best practices and resources for assessment.

Dean Adams, Foundations Coordinator and Assistant Professor of Art at Montana State University in Bozeman, will facilitate the discussion group Preparation for Professional Practice. He is the Vice President for Programming for Integrative Teaching International. He is a founding board member of the International Wild Clay Research Project (IWCRP) and the LH Project, an international artists' residency in Joseph, OR. The IWCRP is an interdisciplinary vehicle for collaborative research and creative activity. His creative practice encompasses sculpture and drawing defined by a quality of investigation and trans-disciplinary thinking. His teaching includes the professional practice curriculum at MSU.

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?

Projected Schedule:

11:00-11:40: Arrive and register.

11:40-12:00: 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 Room then join regular FATE conference.

postHaus

Chris Kienke, Vice President for Communications

postHaus in Savannah is just two months away, April 4-6, 2013, and the conference is shaping up to be a fantastic event. FATE has done a great job over the years building relationships with studio faculty working at 2 and 4-year colleges across the country and around the world. Building on these strengths, we have planned a series of sessions aimed at helping emerging educators and graduate students become stronger instructors by gaining valuable insight into classroom pedagogy. The FATE Conference planning committee has also made a concerted effort this year to reach out to and host content that appeals to art historians, museum staff, and high school AP and IB teachers.

On Wednesday, April 4, FATE will host Integrative Teaching International for a pre-conference ThinkTank from 11am-6pm. For more information please visit the ITI website: <http://integrativeteaching.org/>

The Wednesday schedule promises to be outstanding, informative, and intense-filled with in depth exchanges. I promise each participant will start conversations that will extend into the FATE Conference itself and help to form lasting professional relationships well beyond postHaus.

Highlights not to miss at postHaus will be Thursday evening from 7-9pm, the School of Foundation Studies at the Savannah College of Art and Design (SCAD) is hosting the opening reception for the 2nd Biennial Members Exhibition at Alexander Hall Gallery. Friday from 7-8pm, Tim Rollins and K.O.S will be the keynote speaker. I met with him in New York during CAA and he promises to deliver and he will not disappoint.

Saturday has the FATE Awards Luncheon and later followed by a fantastic closing reception planned from 7-9pm at the SCAD Museum of Art. Artists that will be on display at SCAD MoA include; Odili Donald Odita, Rosemarie Fiore, Ingrid Calame, Angel Otero and IB teachers.

As the FATE 2013 Conference Director, I look forward to seeing a large ThinkTank presence in Savannah.

Updated Directory

Brent Thomas, Vice President for Outreach

One of the many tasks that I have adopted since serving on the ITI Board is to update the directory of all ThinkTank participants. It is imperative that we, as a group, keep our information up-to-date, so as to continually build connections between colleagues and stay abreast of current pedagogical practice. Over the last few months I have reached out to everyone who has participated in a ThinkTank via email. This message contained the contact information ITI has on file for them. Many of you have replied to the message with updates for the directory, and for that I am thankful. However, I am still missing information from several past ThinkTank participants. If you have received the message please respond to it at your earliest convenience. Or, if this is the first you have heard of ITI trying to contact you, please search your mail server for either ThinkTank, Integrative Teaching International, or even Brent Thomas. I am not picky on how you respond. If the message has been misplaced or prematurely deleted not to worry, those who have not responded via email will be contacted via the phone number listed in the directory. If you know your email or phone number is listed incorrectly, you may also look us up on Facebook and open up a conversation there. Please note we will make all attempts to contact you to ensure you receive the most current information about present pedagogical trends.

Future Forward Calling

Mat Kelly, Editor for FutureForward

The next issue of FutureForward will focus on how faculty and administrators are using the unique qualities of technology in the classroom from being used to hardware. We are still looking for contributors to this issue and would love to see what innovative technological approaches are being used on large or small scales. Articles may include assignments that focus on particular technological strengths, advantages and disadvantages of extending the classroom into the online arena; and other approaches that highlight the use of technology in general. Please submit proposals, outlines, or other ideas to Mathew Kelly at kellym@central.edu.

Revisioning ITI

Rae Goodwin, Vice President for Education

We have grown ... so we let out the hem on our proverbial pants.

The Executive Board of ITI is dedicated to maintaining the strengths of ThinkTank, while being innovative in other programming, like ThinkCatalyst (partnering with other groups such as FATE, MACAA, VCU Qatar and Atlanta Public Schools) and our new initiatives in consulting. During this growth we have added new Executive Board positions and the addition of Associate VPs to help us manage our work and flow. The ITI Senior Advisory Board helped us realize that with this growth, our by-laws were out of date and inconsistent with our goals and practice. To help us re-focus initiatives and accurately reflect our current programming, I worked with the Board to redefine the governing language of ITI. We worked together over the course of three months to revise our by-laws, letting the hem out of our proverbial pants. While looking at our programming and what we want to accomplish I am amazed at the strength of our organization, all due to the participation of our Board and the dedication of the people who attend ITI events.

... next up is the mission statement. I will be working with a few members of the Executive Board to present a draft of our new mission statement at our next meeting. Perhaps it is time to buy new pants.