



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. E-mail us: 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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Report from the President

Rae Goodwin

ITI is a thriving, creative organization!

We are dedicated to innovation in teaching methods and supportive practices for college art and design curriculums. Focusing on the first-year college experience allows us to work with professors in Foundations, college administrators and high school teachers. As the incoming president, I have a responsibility to each person who has participated in a ThinkTank or ThinkCatalyst, to practice distributive leadership and a responsive curriculum with an empathetic or holistic approach within ITI and in my own studios and classrooms at the University of Kentucky.

In this issue of ThinkWire, we proudly announce ThinkTank8, Big Sky Vision - Grounded Strategies! It will be held in Montana in June of 2014. We are so proud to work with Montana State University, bringing ThinkTank to the western part of the US! It is a goal of the board to make TT8 accessible to both those who have been traveling from great distances to work with us and to those who have not had the resources to cross the country and join our events. If you are an emerging educator, please apply to TT8 and then apply for the Emerging Educator Fellowship. This juried fellowship covers room and board in Montana!

FOR TT8 DETAILS: integrativeteaching.org/thinktank8

We are also offering a ThinkCatalyst at Northern Illinois University in addition to developing the next issue of FutureForward. Thanks to the dedication of our volunteer board members, editors and facilitators! There have been so many participants and volunteers over the years that now ITI has our very own art army, as you will see with the release of our directory later this fall.

Our board members are dynamic, active and engaged with their research and teaching in innovative ways! I am honored to work with them all:

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Associate VPs are an integral part of how ITI functions and they work directly with board members to make our programming function smoothly. We will be making for more Associate VPs to help us gear up for TT8, let us know if you are interested.

ITI's board has worked diligently to reframe the organization in relation to the contributions and feedback from ThinkTank and ThinkCatalyst participants. Over my next two years as President, I will work with the board to continue to strengthen the core of ITI based on the work and feedback of our program participants, while offering our dynamic ThinkTank and ThinkCatalyst events.

Rae Goodwin, President ITI
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Directory & Publication Updates

Richard Siegesmund

This summer Brent Thomas and Shaila Christofferson have been working with me to update contact information for participants of previous ITI events. This will be made available in a new edition of the ITI Directory that will be available later this fall. The Directory is evidence of the impressive network that had emerged through ITI events like ThinkTank and the ThinkCatalysts. In addition, current and incoming Future Forward editors, Mat Kelly and Lucy Curzon have been working on a new edition focusing on innovative applications of technology.

ITI's publications continue to be available on its web site. Under RESOURCES, you will find the past four editions of FutureForward:

- **Four Minds For The Future** Volume 1, Issue 1
- **Manifestos & Manifestations** Volume 1, Issue 2
- **Leading Change** Volume 2, Issue 1
- **Foundations NOW** Volume 3, Issue 1

Also, State of Play, both the first and second edition, is available for download as a PDF:

- **State of Play**, 1st edition [Download PDF](#)
- In addition, you can order a bound copy from Amazon: [State Of Play](#)
- **State of Play**, 2nd edition [Download PDF](#)

Through these hard copy publications, ITI strives to share resources and support innovation in art+design education.

Big Sky Vision - Grounded Strategies • ThinkTank8

Dean Adams

Integrative Teaching International will be offering its biennial facilitated forum, ThinkTank next June 11-14, 2014 in Bozeman, Montana. Hosted by Montana State University School of Art, TT8 brings together art and design master and emerging educators and administrators to address thematic issues of higher education. It employs a mix of facilitated discussions, workshops and presentations, interspersed with informal meals and social interaction.

ThinkTank 8, Big Sky Vision – Grounded Strategies will explore ways of integrating the ever-changing models, methods, motivations, and practices of contemporary art and design into foundational art courses. Exploring ways in which foundational curricula can respond to 21st century needs, we will compare emerging processes and motivations to existing models. Building on ideas generated by ThinkTank 7: Foundations Now and the ThinkCatalyst at FATE: From Silos to Integration: 21st Century Foundations Curricula, TT8 will continue to consider ways in which foundational coursework sets the stage for the undergraduate experience as a whole.

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.
- 4 Administrators and faculty interested in developing or maintaining contemporary foundations curricula.

Objectives for ThinkTank 8 include:

- To explore ways of integrating emerging practices into existing foundation curricula;
- To develop effective connections among our missions, goals, learning outcomes, and assessments;
- To identify the essential features of a foundations curriculum that is responsive to a multicultural contemporary framework;
- To develop students' studio research skills and expand critical thinking;
- To experiment with new teaching technologies, including, work with social networks, virtual spaces, and online tools.

Some of the breakout session topics we are considering to include:

- **The Three R's: Rigor, Risk-Taking, and Research**
Effective foundations curricula teach students to research, demand rigor, and encourage risk-taking. This group will explore best practices for encouraging research during the foundations year. Rigor is required for all academic areas and is dependent upon time management skills. How can the foundations curriculum help students learn time management skills while demanding the most of each student? Finally, risk-taking is a term widely used in art/design programs, but what do we mean by risk and how can we facilitate meaningful risk-taking and ensure critical growth through the process?

- **Critique, Assessment, and Rubrics: Measuring Success**
Preparing for and measuring success within art/design programs are processes which include a wide array of academic elements form curricular outcomes to individual learners. This group will explore the relationships between learning and teaching, curriculum and learner, and foundations as a vehicle for learning critical thinking.

- **Impulse and Incentive: Intrinsic and Extrinsic Motivations**
Students are driven and motivated by a multitude of experiences and goals. Hand skills and habits of mind joined with purpose and intention are essential elements for a successful learner in art and design. This group will explore learner-centered foundations curricula and learning outcomes as they relate to motivational aspects of each. How can we foster a self-directed work ethic combined with self-confidence to prepare our students for success? How and why are students and educators motivated in the foundations studio?

- **Essential Elements: Curricular Relevance**
Stated learning outcomes generally define a foundations curriculum. Many schools continuously try to add new experiences and technologies to the foundations curriculum. This group will explore the essential elements relevant to a contemporary design/art curriculum. How do we choose what to add and what to elude from a curriculum? How do we educate the whole person? What are the best ways to keep a curriculum reflexive and effective?

Applications for ThinkTank 8 are now being accepted.

Visit www.integrativeteaching.org/thinktank8 for more details and the application.

ThinkTank8 Fellowships

Thomas Albrecht

ThinkTank Emerging Educator Fellowships provide individuals in the early years of their teaching careers a valuable opportunity to engage with master educators, and learn from the intensive dialogue and energy that emerges during each event. Fellows are selected from applicants with incredibly diverse backgrounds, as well as wide-ranging educational environments where they teach.

I have had the good fortune to work with and learn from many of the Fellows from the past two ThinkTanks, and each brought significant questions and demonstrated incredible passion regarding teaching and its potential outcomes. 2009 Fellowship Winner, Stacy Isenbarger, comments: "As someone heading out into a job market highlighted with hiring freezes, and budget cuts, I really appreciated the renewed confidence I received being amongst this unique group of educators." After her experience at ThinkTank4, Stacy now serves as the President of FATE, Foundations in Art, Theory and Education Foundations Coordinator and is an Assistant Professor of Sculpture in the Department of Art + Design at University of Idaho in Moscow, ID.

Applications for the ThinkTank8 Emerging Educator Fellowship can be accessed soon on the ITI website. Questions regarding application procedures can be directed to me at the address listed on the site.

ThinkCatalyst: Northern Illinois University Integration of Technology into the First Year Program

Cynthia Hellyer Heinz

The majority of contemporary students are digital natives. Digital text is their present language, a tool of influence, investigation and expression. Students often have better devices than their instructors, some of it is useful, and some of it is a distraction. Most of them are enthralled with technology with little understanding of what it might actually express, suggest or mean. The issue is what and how, in regard to the resources of faculty and structure that currently exists.

The objective of this FATE/ITI Regional ThinkCatalyst is to come to an agreement on the options of assimilating technology. Do we create a specific course or embed digital practice within existing courses? Where can we fit the practice into current curricula while offering continuity between institutions with diverse student markets?

The pressing question is—what list of tools is useful and elemental to a creative thought process versus what tools cause them to become the digital equivalent of "Bob Ross" painters?

FOCAL POINTS:

Curriculum

- Teaching objectives
- Parallel assignments and learning targets
- Interdisciplinary
- Application and assimilation

Assessment: Creative/Critical Thinking

- Discernment
- Benchmarks
- Innovation and experimentation
- Iteration

Technology: Low Tech/High Tech

- Devices and programs
- Merging fundamentals with expression
- Using social media
- Research practices

Teaching Support

- Competency and confidence
- Effective training
- Situational factors
- Identify areas in need of change

Significant Learning

- Sustaining motivation
- Collaborative and experiential learning
- Learning to learn
- Caring and the human factor

POTENTIAL OUTCOMES:

- 1 Understanding of shared problematic issues and some methods of resolution
- 2 Construct a common thread for curricular changes appropriate to different institutional student markets
- 3 Create some expectations for achievement in learning, application and assessment

ThinkCatalyst: Breathe, Create, Change Conference with A.R.T.S. APS

Rae Goodwin & Stacy Isenbarger

For a third consecutive year, Integrative Teaching International facilitated a forum for Atlanta Public School Fine and Performing Arts Educators on May 29 & 30. In previous years, focus was placed on a Visual Arts based discussion, but this year—reflecting ITI's expanding mission to promote discussion on the state of teaching and learning in the 21st century—the dialog was open to music, theater, and dance instructors as well. Participants ranged from Primary to High School educators.

Led by facilitators Rae Goodwin, ITI's President and Stacy Isenbarger, Co-creator of ITI's Publication State of Play, this diverse group of energetic educators met for three discussions focused on creating space for:

- 1 Play
- 2 Failure
- 3 Change

Collectively, these sessions built into a shared desire for revival in the arts. Discussion highlights included sharing more playful classroom approaches, accepting educators' circumstances, focusing strengths, and finding time and space to support personal creative practices as makers and performers.

Special thanks to Raymond Veon, former Interim Director of A.R.T.S. APS and presently the Assistant Dean for Arts Education and Founding Director, Beverley Taylor Sorenson Arts Access Program Professor of Professional Practice at Caine College of the Arts, Utah State University, for inviting ITI to be involved in this productive, dynamic, and supportive dialog.

If you would like to bring Integrative Teaching International to your school district, conference event, or University for a ThinkCatalyst - an intensive mini-ThinkTank facilitated pedagogical discussion experience - please contact us at info@integrativeteaching.org.