



Thinkwire

An electronic newsletter of Integrative Teaching International

fall
2016

www.integrativeteaching.org

Integrative Teaching International's visual identity has changed! (see above).

The new logotype was introduced at ThinkTank9 in June, 2016. The former logotype (below) will live on in the archives. Track the visual history of ITI by viewing past publications available on the website.

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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.

ITI welcomes all comments about its activities or content. E-mail us:

info@integrativeteaching.org

Integrative Teaching International has been steadily growing – from grass-root beginnings to the implementation of our current model which includes day and week long conference intensives.

ThinkTank and ThinkCatalyst, attended by educators from the U.S. and beyond, combine facilitated discussions relevant to current art and design pedagogy with networking and opportunities to publish.

ITI advocates community and the progress of our students as artists and citizens.

We believe in leading change. Will you join us?

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Message from the President

Lily Kuonen, President of ITI

For many of us, as educators, summer is a time to rest, recharge, and renew. This year ITI kicked off the summer with **ThinkTank 9 Citizen/Artist: Education and Agency**, hosted by Montana State University. For this event we welcomed many new ThinkTankers alongside veteran participants, representing universities across the country. Much of the collaborative research explored at TT9 is currently being developed for the content of our upcoming FutureForward publication, the official journal of ITI.

I had the pleasure of serving as a scribe for my breakout group at TT9, and like many, I observed as my group negotiated the complexities of group dynamics, championing ideas, challenging concepts, and collaborating. Early on our group set forward the task to produce tangible and practical applications that can be utilized without much modification to any of our studio classrooms. This required intensity and energy, balanced by empathy and support. In a short number of days we accomplished our task, and found new shared interests. It has been my experience that the ThinkTank experience incites innovation, and seems to hold participants accountable to apply innovations directly and as soon as possible. I feel recharged and grateful. Thank you to all who participated in TT9!

We are already looking forward to our upcoming event, ThinkCatalyst@FATE 2017, hosted by Kansas City Art Institute. In partnership with FATE (Foundations in Art: Theory and Education), ITI will offer a one-day intensive just prior to the 2017 Biennial FATE conference. We will begin accepting applications soon, so please check our website for updates.

In support of ITI's mission we seek to produce content through ThinkTanks, ThinkCatalysts, our FutureForward publication, and other ITI platforms that embrace experimental pedagogy and are responsive to current student

needs, accountable to cultural shifts, and that advocate for the support of creative and collaborative research. MSU in Bozeman has provided substantial support for ITI, and we are thankful for their interest in our organization. As we begin a new academic year, many of us are busy checking off our lists and planning ahead, and ITI is doing the same. We are looking for a new location for our ThinkTank 10 in summer 2018. ITI will be accepting proposals soon. Please let us know if your institution would like to work with us!

For the continued development of ITI, we are grateful to our volunteer board that assists with the planning, direction, and implementation of our events and initiatives. ITI warmly welcomes the newly elected members of the board! Transitions in the board have welcomed progressive roles of leadership alongside the continued service of returning board members. ITI remains thankful for the expertise, dedication, and support of all of these individuals. New members have joined in our expanded board structure, and we are excited to welcome them. As an organization, ITI embraces growth and welcomes increased momentum. The current board would like to sincerely thank the ITI founders who launched an organization that continues to develop and thrive. We support the founder's goals by continuing to look to the future, and to support agency for change that begins in the studio classroom.

All of us at ITI hope that you have an energized and productive academic year!

Lily Kuonen

President of ITI, Integrative Teaching International
Affiliate Representative of FATE,
Foundations in Art, Theory & Education
Foundations Coordinator, Jacksonville University

Think Catalyst 2017 breakout group topics

► Beyond Our Core Comfort Zones

Trying new approaches is core to the learning and teaching processes, but often carries real or perceived risks that can make both students and faculty fearful. Having spent time finding approaches that seem to work, both faculty and students can be reluctant to make themselves vulnerable by moving beyond their areas of comfortable competence or expertise, though such moves can often yield great gains.

Topics may include: Scaffolding risk taking for students; Learner centered syllabi; Peer-to-peer teaching / learning; Collaborative teaching; Discovery classroom / approaches; Measuring attitudinal change / outcomes.

► Family at the core: Work/life balance for faculty and students

Students and faculty all have lives and many have children, aging parents, or other major commitments outside the classroom. How do we acknowledge these needs while supporting focused work time in the classroom and studio? There are many aspects to balancing work and life for both faculty and students, and many viewpoints from which this topic needs to be addressed as academia continues to evolve. What are some approaches to being more empathetic towards life situations while maintaining classroom expectations and rigor?

How do students cope with expectations of family in regard to both their performance as students and their family roles? How do family experiences and attitudes affect first generation students? How does financial aid fit into the picture? How are families integrated into the university system? How do faculty mentor and support students as they grow towards independence without slipping into surrogate parent roles? How do we address work / life balance and career / portfolio building for both faculty and students while acknowledging the potential for burnout?



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[integrative
teaching.org](http://integrative
teaching.org)



► **The Core Evolves.**

Making Changes, Managing Changes: Leading through Learning

Both Foundations and general education have long traditions and we often hold strong beliefs around what is 'at the core.' This core should be responsive to a changing world and geared toward equipping our students to succeed in today's society.

How do we as faculty advocate for relevant change without alienating other faculty or administrators? Within Foundations, how do we adapt our curriculums to teach the most important aspects of both traditional Bauhaus influenced approaches and newer models? Beyond our own programs, how can Art Departments serve non-majors beyond the traditional 'Art Appreciation' lecture courses? Participants will share and develop resources for discussing and planning big changes to core programs.

Topics may include: Appreciative inquiry and active listening as tools to deal with resistance; Changes to regional general education structures that focus on competencies more than content; AAC&U's LEAP (Liberal Education and America's Promise) value rubrics which reflect a national shift in pedagogical approaches and assessment approaches; Program plan mapping; Seeing general education courses as recruitment opportunities for art programs; Teaching creative thinking through general education courses in art; How to change the perception of general education teaching as a chore.

► **Local Core, Global Awareness:**

The Role of Foundations in Building Global Citizens

Global citizen is a common buzz-word in education, but what is at the core of our expansive use of this broad term? Building upon discussions addressed at ThinkTank9 in Bozeman Montana, this group will examine how Foundations classes can help students become Global Citizens and develop skills that are sustainable. How can we account for student populations that have very diverse backgrounds and exposure to global considerations? Can global also refer to community building and seeing oneself as part of a much larger discussion? Can service be part of building that awareness? How can we help students question their basic assumptions regarding privilege and disadvantage? As teachers, how can we cultivate these conversations without bias, and prepare students to embrace global empathy and inquiry?

Topics may include: Learner centered syllabi; Developing an inclusive classroom culture; Helping students explore their own identities and privileges / adversities; Having courageous conversations; Broad and inclusive content in assignments and exemplars; Aspirational / inspirational assignments and exemplars; Setting up service learning / experiential learning / community outreach opportunities

ThinkCatalyst@FATE 2017

How to apply

**Applications will be accepted online. Visit us at integrativeteaching.org
Submit Applications beginning October 1, 2016.**

Applications will be reviewed at intervals leading up to the final deadline to apply.

Application review dates:
December 31, 2016 and February 28, 2017

ThinkCatalyst Fellowship application deadline December 31, 2016
Notifications will be sent out in January 2017.

ThinkCatalyst Registration will include lunch.

**APPLY
NOW**

Through ThinkCatalyst we hope to engage with the following audience:

- Current MFA candidates in studio art and design, or recent MFA degree recipients, with at least 1 semester of Foundations teaching experience.
- 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.
- Emerging educators in foundations and design (4 years or less teaching experience).
- Mid-career Educator or Administrator (4-10 years experience).
- Foundations Coordinators and educators with up to five years of foundations leadership experience.
- Master educators, higher education arts administrators, and program directors.



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