Curriculum & Pedagogy Group 1
Facilitated by Karen Hofman

Issues/Topics (Overview)

X-Disciplinary/Pollination
Research
Evoking emotion through design
Voicing student Experience
Transition from high school to college
Holistic approach
How we work as a body of researchers
Attention span of student
Quality of craftsmanship
Mix of fine art & design and art & technology
Dedicated fine art space/sculpture
Role of meaning and design
Digital versus analog methodologies
Balance of craft and technology
Professional practice
Undergraduate emphasis on design
Separate goals from Grad
Teaching methodologies
Spark curiosity
Maximizing creative collaborations
Dissolving of majors
Outside partnerships
Hands-on learning
Generational Challenges

Post-its:

Diversity & Inclusion:
Better balance of student cultures
Finding the community of the student body/outside the discipline or
	track
Does Art Center need additional schools…craft, fine art, technological,
	etc?
Return to older student body
Design & Politics (peace symbol)
Global Dec? –Online reach – (MIT Online) ???

Post-its, continued:

Access & Affordability:
3-D Printing
Next Generation Technology
Lower Tuition

Academic Excellence & Assessment:
Guard against university model – Undergraduate:
What make ACCD unique? – What is our research model?
More instructors with top real world experience
Teaching students to see – Getting Inspired
Design Briefing – Facilitating Synthesis
Design history – Where design comes from
Negotiation – Process versus products
Space – Online VS Physical
Open longer? Saturday? Sunday?
Enabling new learning Experiences
Micro/macro
Campus – local/Los Angeles/Global
Design qualifications
Decision-making – Systematic Strategy
Relevance to industry
Tracks
How often can we change the curriculum?

Professionalism & Research:
Reality check on Multi-discipline Design Aspirations
          Collaboratively inspired but no time/support
          Collaboration as interaction with other disciplines
                    Non-client based
                    Global scale – putting art in design
                    Meaning and Impact/Inspiration
          Collaboration with other institutions – SciArc, Engineering UCLA,
          MIT, MGNA? Lab, TED, Stanford, Cal Poly, Business
                    Global over network
New Modes of learning
Real hands-on experience
Understanding fundamentals of the physical world
Design mind/like research
Brand – Faith Centered/Human centered

Less focus on Quantity/more focus on Quality
Better parallel between professional practice and curriculum
Need for finding connections

Professionalism & Research – continued:
Creating context:
> Why are we designing? Relationship to culture
> The role of meaning in design
> And/Versus Purpose of our work

New Tools – bridging the gap of attention – how do we update?
Adaptation
Making + …
Methodologies – Proactive – not waiting to trickle down to educate
Education training for professionals who are teachers at Art Center
Educate the Educators…what works? How do we know?
Professional development – career development, students and faculty
How do we deliver content?
Student faculty ratio
Why is communication between education departments & support staff so hard to maintain?

Human Centered Education & Citizenship:
Design/Process/Execution
> Maximizing resources & efficiencies
> Less Waste: The faculty/school must incorporate the students environmental impact to an extent greater than any college in design, process, execution

More theory – not just visual
Dana Foundation – art & the brain
Mentoring as practice in education (research point of view)
> What do teachers need?
> Track/building confidence

Give the students the tools they need – space: physical, emotional and personal
More focus on content
What are the ways we foster community?
> Mutual Respect, physical space, inspiring work, quality of work

Design should be fun, exciting, rewarding
Role of design in culture
Learn design basics before going to computer
Analysis of teaching methods

Innovation:

Creating ideas
Building Design arguments/stories
Systematic design
Assembly space
Innovation – continued:
Synthesis of new ideas – 1 + 1 = 3
Finding real world inspiration
What is the infatuation with cross-disciplinary education?
Role of research in design – i.e. experimentation
Embracing technology and the past
Student driven courses
Analog versus digital technologies
Next 10 years – Design process and culture – we need to be the early
        adopters
Physical hands-on fabrication informs design

Balance of Learning & Doing versus Prepping for Profession:
Students not exposed to "craft" where it is relevant – heart issues for
        learning
Students not coming in with multi-sensory experiences
Students have no real world experience
Entering student population prerequisite level?
Not passing students who aren't ready – Discipline?
"C-" and advance – does not motivate
Working outside of conventional grading system
Students motivation – Healthy competition – What is motivation?
Frustration/disillusionment
Challenge of discourse: Young versus experienced (emotional growth)
How do we assess entering portfolios?
        Knowing what you want to do versus Exploring who you are
What skills should our student have before coming to school?
        Define entry points
        Some foundational skills and theory
Do they know how to learn?
        How do we shift from "tell me what to do" to Learning
        Hunger & desire
        Ability to write
What is our rigor?
Do we teach skills or a way of thinking (a way to see the world)?
Skill based + thinking based
        Broadening skills – hands-on, conceptual, emotional
        Multiple skills + intelligence
What skill should our students be leaving with?

Who will be their competition?
Challenge conventions of digital design with non-digital tactics
Holistic Experience
Testing versus intuition
Less Visual Emphasis – more cognitive emphasis
Parking Lot Post-its:
Locating Design partners
Community Engagement (Pasadena)
Inter-disciplinary fluidity
Where is the time to come together to work on a sacred project?
Caltech cross over
Smaller classes
Self-publishing
Keep grad tent up as workspace
Art Center in L.A.