

**Curriculum and Pedagogy Group 2**  
**Facilitated by Phil van Allen**

## **Preliminary Overview**

This is a summary of our group's thinking as presented to the full assembly (Phil edited and expanded it to try to capture a fuller set of ideas.)

### **Overall Principle**

Teach critical thinking and leadership with skillful problem seeking and solving.

#### 1) Education in context

- ACCD community, LA area community
- Other educational institutions
- Professional communities
- Critical discourse across disciplines
- World community
- Ethics and impact
- Structural changes in tech, social, environmental

#### 2) Addressing the whole artist/designer

- Craft - accd tradition updated
- Hand skills - thinking through making
- Conceptual thinking - making through thinking
- Encourage experimentation, risk taking, and creative failure
- Cultural/Ethical understanding and context as citizens and makers

#### 3) Enabling Faculty and Students as educators and learners

- Continually evolve curriculum & pedagogy
- Emphasize learning how to learn
- Teach & learn with high expectations, while recognizing the level of participants
- Support faculty in maintaining and improving teaching

#### 4) Perform real research to create new knowledge

- Lead each of the fields and create new thinking and making
- Enable faculty to advance their fields in the academic context
- Collaborate with other institutions - education, industry, non-profit, arts
- Develop graduate programs as the center of ACCD research

#### 5) Dissolve the departments - I.e. breakdown the barriers to interdisciplinary work

- Encourage more cross-fertilization between departments
- Consider a first-year non-declaration of major
- Enable students to create own major within a defined structure

# Post-it Note transcription

## Human Centered Education & Citizenship

- Understand history and build on it
- Understand mythology and its place in contemporary society - how it is alive in our work as creators
- Imagination - what it is, how to access it, the practice and science of creativity and its sources
- Individual mentoring/counseling for students
- Tutoring in research for making and papers
- Address lack of compassion
- How do we educate the whole person?
  - Allow more credits from other institutions so liberal arts courses can factor more in total educational expectations
- What roles do ethics play in curriculum development
- Understand cultural/societal assumptions
- Provide students opportunity for leadership and accountability outside of classroom
- Create a learner-centered approach
- Create more collaboration between departments
- Create groups for students to discuss challenges of student life/learning - facilitated by outsider

## Academic Excellence & Assessment

- Develop story telling as a design & problem solving skill
- Do we want to create graduates who are generalists or specialists?
- Help faculty become the best teachers - ongoing and robust support from institution
  - Effective teaching methods
  - Learn tools
  - Update knowledge in field
- What is the balance between teaching critical thinking and craft?
- There seems to be a lack of taste & aesthetic knowledge in students
- How do we get faculty to update their curriculum so that it remains current?
- How do we address inadequate verbal skills in students
  - Teach how to do presentations
- Teach students time-management
- How do we measure student success?
  - Skill/Craft vs. Concept/Invention
  - Do we look at best students or look at the middle?
- What are the core skills? What are the advanced skills?
- Is eight terms not enough? Maybe 10 terms?
  - So much to learn in depth
  - Only enough time to become a Jack-of-all-trades, master of none?
- Is the 3 term/year model working for:

- Students?
- Faculty and their development?
- Curricula development?
- Facilities?
- Staff/management?
- Is ACCD a factory that creates prima-donna graduates?
- What is outmoded in curriculum? What's not?
- What does prepared to graduate mean?
- We must define our success metrics and learning outcomes
- How do we integrate a willingness to take risks and fail, vs. the ACCD emphasis on shinny-ness?

### **Diversity & Inclusion**

- Recruit the best and talented students from diverse backgrounds / requires affordability
- Create more cross-disciplinary studies
- We are not currently serving educational needs of potential high-school students - turning them away (not sure if this comment was in regard to Saturday High, or for incoming students to degree programs?)
- Broaden focus from only “western-centric” design to other approaches, especially China as a major world player
- School has a lack of “world” vision
- Create a capstone project (i.e. at end of academic career) for students to broaden them.

### **Innovation**

- Keep track of trends - e.g. have a Consumer Electronics Show report
- Devote time and resources to faculty development/training
  - Teaching
  - Technology research
  - Technology literacy for faculty and students
- Leverage technology in and outside of classroom
- Consider creating a digital learning center so that students and faculty can gain skills in a range of computer technologies so in-class time is more focused on concept
  - interactive technologies & electronics for making interactive objects & spaces
  - software tools
  - programming

### **Access & Affordability**

- Should we have a smaller institution to maintain quality?
- Can we improve the faculty to student ratio?
- Provide serious financial aid so that we can recruit and admit the most skilled, most intelligent students in the world

- Is the average age of students too young? Or, how do we address this change in our population?
- Create more shared resources for teaching and learning
- Create common tools for teaching and invest in increasing acceptance of effective teaching methods

### **Professionalism & Research**

- Alumni are missing skills they need in the real world - how can the school address this?
- Create greater information and research literacy, e.g. via integrating library research into curriculum
- Develop professional communication skills
- Students lack skills to do market research & business planning
- Students have weak analytical thinking, decision making, story-telling abilities
- Teach real-world collaboration
- Teach skills for creating successful relationships with clients
- Differentiate the use of “Research” at ACCD. There are two kinds
  - 1) Research as part of applied process
    - Scenario development
    - Market research
    - People knowing
    - Design explorations
  - 2) Knowledge creation independent of project
    - Developing new methodologies
    - Inventing new paradigms
    - Develop theories
    - Critical writing
    - Experimental/Speculative making

### **Miscellaneous**

- What do students want from ACCD art/design education?
- How does Kate Hales notion of the hyper-attention vs. deep-attention fit in?
- What are new learning models? How does online fit in?
- How can Art Center at Night further support development of prospective degree students?
- Where does post-graduate, lifetime learning fit in?
- Create courses where 2-3 faculty address the same topic from different perspectives
- Currently there’s a lack of dialog between faculty on content of related courses
- What is the importance of the “manual arts”
  - We should not lose working with real material due to computerization
- Can we incorporate the idea of multiple intelligences (e.g. Frames of Mind by Howard Gardner) into our view of students and how we teach?
- Monthly speakers & student panels to foster community amongst students

